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A STUDY OF THE  
HISTORY OF EDUCATION  
IN MAINE AND THE  
EVOLUTION OF OUR  
PRESENT SCHOOL SYSTEM.

BY THE STATE  
SUPERINTENDENT  
OF PUBLIC SCHOOLS  
OF MAINE. *Open to the  
commission*

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## HISTORY OF EDUCATION AND THE EVOLUTION OF THE PRESENT SCHOOL SYSTEM IN MAINE.

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In this, the first year of the new century, it seems fitting to give as briefly as possible, a history of education in Maine and of the development of our present school system. As Maine was, until 1820, a part of the present state of Massachusetts and as there were settlers in Maine even before the landing of the Pilgrims at Plymouth Rock, any history of education in Maine or of the origin and growth of our school system must necessarily begin with a description of the first efforts in that direction by the colonists in other sections of New England. These pioneer settlers, who had fled from the tyranny of the mother country and established homes in the wilderness of the New World, were a God-fearing people. It was their conscientious adherence to their own form of religious belief and worship that drove them to these shores, and, stern bigots though they were, they left an impress upon the people, the manners, customs, social relations and educational institutions of New England which will endure for all time.

It is to the influence of Puritanism, softened by the kindly touch of time, that we owe that pronounced moral sentiment, that reverence for religious things, and also that interest in the education of the young which is observable throughout this portion of our country.

As they were pre-eminently a religious people and as their reverence for God and the Bible was the foundation of their civil and religious institutions, it was natural that their clergy should be the first teachers of the youth of these forest settlements. Before even the primitive school was organized with the pastor as teacher, in these wilderness homes the little ones received instruction at their mother's knee and were there taught to read with, in many cases, no text-book but the family Bible.

The pioneer settlers of Massachusetts belonged to the intelligent and in many cases well educated class. They were not adventurers coming to these western shores with the greed of gold or with a desire to regain fortunes lost in the old world. Neither were they ignorant peasants sent here by a tyrant ruler to form new colonies for the enlargement of an empire. They were English yeomen and gentlemen, God-fearing, self-respecting, and desirous of providing the means of an education for their children. Some of them were scholars who had worn the cap and gown at old Cambridge or Oxford, and it was to be expected that among the first things attempted after their homes were established would be the inauguration of some system of education.

In many respects they modeled their home life after the customs prevailing in old England. Where they found that the old forms were unsuited to the new surroundings, they supplied the want by new modes better fitted to their primitive institutions.

The first evidence of any organized attempt to supply the means of education in the new colony is found upon the records of the town of Boston. In 1635, when the new town was five years old, the following record appears: "Agreed upon that our Brother Philemon Pormort shall be entreated to become school-master for the teaching and nurturing children with us." In part pay for his services, thirty acres of land were voted to him. Soon after "a garden plot was voted to Mr. Danyell Maude, schoolmaster."

No school system, however primitive, had at that time been established nor had any been attempted. How "Brother Pormort" went about his labors, what branches he taught and how long his labors continued, we are not informed, but this simple record marks the first attempt to inaugurate a system of education in New England. In the same year was founded, through the efforts of Rev. John Cotton, the Boston Free Latin School.

In the following year we find the first action of the General Court in the direction of education. The first volume of the Massachusetts Records contains this most important entry: "At a court holden September 8, 1636, and continued by adjournment to the 28th of the 8th month, October, 1636, the Court agreed to give £400 toward a school or college; £200 to be paid

next year and £200 when the work is finished, and the next Court to appoint where and what building."

The next court ordered that the college should be established at Newtown and there, with most meagre and primitive equipment, was founded the young college which has since developed into Harvard University.

Very soon we find the name of Newtown was changed to Cambridge, in memory of that older Cambridge, where so many of the colonists had pursued their studies and which they desired to reproduce as far as possible in their new home. Small as it may seem, the endowment voted by the Court for the infant college,—£400—was indeed most liberal. It was equal to the entire tax of the colony for a year.

An appropriation of a million dollars by the present General Court of Massachusetts would not represent a burden equal to the one which these people voluntarily placed on themselves by making provision for this fund. This liberal endowment was soon to be followed by a most generous private bequest.

In 1637, the year of the establishment of the college at Newtown, Rev. John Harvard joined the colony. He was a man of wealth and of culture, and at once became interested in the cause of education. What he might have accomplished in this direction, had his life been spared, we can only conjecture. His labors were brought to an abrupt termination by his death in 1638. His love for the new college is shown in the bequest by which he left to it, his entire library and one-half of his estate. President Quincy in his history of Harvard University thus speaks of this timely aid: "An instance of benevolence thus striking and timely was accepted by our fathers as an omen of Divine favor. With prayer and thanksgiving they immediately commenced the seminary and conferred upon it the name of Harvard." Harvard College was formally opened in 1638 and graduated its first class in 1642. The requirements for entrance in those early days were such as might puzzle many who apply for admission to-day. In 1643 these requirements were given as follows: "When any scholar is able to understand Tully, or such like classical authors extempore, and make and speak true Latin in verse and prose—and decline perfectly the paradigms of nouns and verbs in the Greek tongue, let him then and not before be capable of admission into the college."

With those old colonists religion and education went hand in hand. The clergy were, it is true, among the chief promoters of learning and it has been charged that the Puritan ministers fostered the new college mainly as a means of perpetuating their own influence and that of their class. Said an old writer among the colonists :

“After God had carried us safe to New England and we had builded our houses, provided necessaries for our livelihood, reared convenient places for God’s worship and settled the civil government, one of the next things we longed for and looked after was to advance learning and perpetuate it to posterity; dreading to leave an illiterate ministry to the churches when our present ministry shall lie in the dust. And as we were thinking and consulting how to effect this great work it pleased God to stir up the heart of one Mr. Harvard (a Godly gentleman and a lover of learning then living among us) to give the one-half of his estate (it being in all about £1,700) towards the erecting of a college, and all his library. After him another gave £300; others after them cast in more and the publique hand of the State added the rest.” This paragraph has been made, in part, the basis of this charge, but a close examination into their acts shows that their efforts were earnestly directed towards finding means for the education of all classes. Naturally the colonists, having come to these shores on account of religious tyranny at home and having established themselves in the new world in order that they might have “freedom to worship God,” desired that the religious teachers of the next generation should be educated men. They also desired, as their acts immediately following the founding of Harvard College show, that they were determined as soon as possible to extend the benefits of a practical education to all the youth of the colony.

In 1642 an attempt was made to provide some general system of education which should be compulsory upon the colonists. The record of the Colonial Court, is, in part, as follows: “This Court taking into serious consideration the great neglect of many persons and masters in training up their children in learning, and labor, and other employments which may be profitable to the commonwealth, do hereby order and decree, that in every town, the chosen men appointed to manage the prudential affairs of

the same, shall henceforth stand charged with the care of the redress of this evil; . \* \* \* and for this end, they, or the greater number of them shall have power to take account from time to time, of all parents and masters, and of their children, especially of their ability to read and understand the principles of religion and the capital laws of this country and to impose fines upon such as shall fail to render such account to them when they shall be required; and they shall have power, with the consent of any court, or the magistrate, to put forth apprentices the children of such as they shall find not able and fit to employ and bring them up."

The selectmen of every town were further required "to have a vigilant eye over their brethren and neighbors, to see that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach, by themselves or others, their children and apprentices, so much learning as may enable them perfectly to read the English tongue and (obtain) a knowledge of the capital laws ; upon penalty of twenty shillings for each neglect therein."

It will be noticed that the act of 1642, while insisting that children, whether apprentices or at home, shall be to a certain extent educated, yet does not provide the means for that education and says nothing whatever about public schools.

Seventeen years after the establishment of the Massachusetts colony the population had increased to nearly twenty thousand. They had in that time founded "fifty towns and villages, built thirty or forty churches and more ministers' houses, a castle, a college, prisons, forts, cartways and causeways many ; had comfortable houses, gardens and orchards, grounds fenced and corn-fields." In many of the towns schools had been provided in which boys were fitted for the new college at Cambridge. There was, however, no general system and the schools were supported for the most part by voluntary contributions.

In 1647 was enacted the law which became the basis of the common school system of Massachusetts and which remained unchanged, except by an increase of penalty for its violation, for a period of one hundred and forty-two years. Moreover it contained the nucleus of the entire school system of Massachusetts as it exists to-day.

The following extract shows the general scope of the law, the system it inaugurated and the principles upon which that system rested. The original form of spelling is given only in the preamble.

"It being one chiefe project of ye ould deluder, Sathan, to keepe men from ye knowledge of ye Scriptures, as in form<sup>r</sup> times by keeping y<sup>m</sup> in an unknown tongue, so in these latt<sup>r</sup> times by perswading from ye use of tongues y<sup>t</sup> so at least ye true sence and meaning of ye originall might be clouded by false glo of saint seeming deceivers, y<sup>t</sup> learning may not be buried in ye grave of or fath<sup>rs</sup> in ye church and commonwealth the Lord assisting or endeavors.

"It is therefore ordered by this Court and authority thereof that every township in this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their town to teach all such children as shall resort to him, to write and read; whose wages shall be paid, either by the parents or masters of such children, or by the inhabitants in general, by way of supply, as the major part of those who order the prudentials of the town shall appoint; provided that those who send their children be not oppressed by paying much more than they can have them taught for in the adjoining towns.

"And it is further ordered that when any town shall increase to the number of one hundred families or householders, they shall set up a grammar school, the master thereof being able to instruct youths so far as they may be fitted for the university; and if any town neglect the performance above one year, then every such town shall pay five pounds per annum to the next such school, till they shall perform this order."

It will be seen that this law was not in the interest of the select few, but that it provided a system of common schools for all and made that system compulsory. It will also be seen that in this law certain principles were for the first time boldly proclaimed and clearly enunciated, and they have been emphasized and reiterated by frequent legislation in Massachusetts and in Maine until this day. The underlying principles of these earliest school laws recognized first that the safety and prosperity of the State require that the youth of the State should be educated.

Second, That the parent is in the first instance responsible for the education of his children.

Third, That the State has a right to enforce this responsibility upon the part of the parents.

Fourth, That the State may, by legislative enactment, not only require the child to attend school, but may fix a standard of rank which shall determine the kind of education and the minimum amount. These principles were set forth in the law of 1642.

The law of 1647 required all that was demanded in the previous act and supplemented it by providing the means for the support of schools which should give the required instruction. Under this law towns in their corporate capacity were required to provide adequate opportunity for the education of all youth, which provision might be made by a tax upon the property of all the free-holders. The later law also made provision, at public expense, for secondary schools in which pupils could be fitted for college. Therefore the law of 1647 added these two principles to those already enunciated, viz: Fifth, A general tax may be ordered upon all property to provide such education as the State requires and no property holder can evade the tax on account of having no children to educate.

Sixth, The State may provide for a higher education and may support schools at public expense for fitting pupils for the colleges.

It should be noticed that the principle underlying these laws was not that the State should educate the child for the benefit of the child or its parents, but because the safety of the State demands that the child be educated.

It should also be noted that attendance at the schools provided by the law was not made wholly compulsory, for the parent had a right to provide equivalent education in any way he might elect. The law was based on the principle that the child must be educated. If the parent does not provide the means then the child must attend the public schools. This fundamental idea is retained in the school laws of today. A careful reading of the law of 1647 shows that under this act towns were not obliged to lay a general tax for the support of common schools. The one thing about the law which was compulsory was that the towns must provide for the education of the children. The

schools might be supported by voluntary contribution, by reasonable tuition or by general taxation "as the major part of those who order the prudentials of the town shall appoint." As a matter of fact there was at first no uniformity in the plans adopted to raise funds for the support of schools by the towns, but in the course of years it came to be seen that the most equitable way was by the general tax which the law allowed but did not make compulsory.

With the enactment of the law of 1647, the school system, though crude was, in a measure, complete and provision was made for elementary schools in which the rudiments of the English language were taught, the secondary classical schools, or grammer schools, as they were denominated in the act, in which pupils were fitted for college, and the college where those who wished might obtain a liberal education.

In the Plymouth Colony, or the Old Colony, as it was called, where both population and wealth were less than in the younger settlement, there seems to have been no attempt to establish public schools during the first fifty years of its existence.

Still, in the Old Colony education was by no means neglected, as the minister in most towns added to his pastoral duties the task of instructing the youth of his flock. In 1663, the General Court of Plymouth Colony recommended "that some course may be taken that in every town there may be a schoolmaster set up to train up children to reading and writing." Very little attention, however, appears to have been paid to this recommendation. In 1670, the profits from the Cape Cod fisheries were set apart for a free school and a little later a grammar school was established at Plymouth. In 1677, thirty years after the Massachusetts law was passed, the Plymouth General Court authorized towns of fifty families, which chose to have a grammar school, to support it in part by a tax, and required towns of seventy families which had no grammar school to pay a stated sum to the nearest town having one. By the same law the profits of the fisheries were divided among the towns supporting such schools. Thus in the Old Colony the three-fold method of the support of schools was fixed by law; fixed revenues, tuition fees and a town tax.

In 1691, came the new charter uniting the colonies of Massachusetts, Plymouth and Maine under one government and from

that time onward the educational history of these colonies became identical. Though the colonial school laws were re-enacted after the reorganization under the new charter, there seems to have been a laxity in their enforcement and a diminution of interest on the part of the masses of the people as the years went on. The penalty for neglect on the part of the towns to provide a schoolmaster was by the re-enactment raised to £10 and, in 1701, the General Court declared that "the observance of the school law was shamefully neglected by divers towns, and the penalty thereof not required, tending greatly to the nourishment of ignorance and irreligion, whereof grievous complaint is made" and increased the penalty to £20.

In not a few towns the law was evaded by appointing the minister to act as schoolmaster, and this custom became so general that it was enacted that no minister should be considered as a schoolmaster within the intent of the law, and all magistrates and all grand juries were enjoined to special vigilance in the execution of the law. As a result of this enactment frequent "presentments" of towns for non-compliance with the law are on record. It is worthy of note that some towns refused to support grammar schools, electing to pay the fine regularly as a matter of economy. On this account the penalty was in 1718 raised to £60 for towns consisting of 300 families. The Indian Wars and other trials and hardships incident to their pioneer life rendered the towns poor and the school tax often became a burden. Early in the eighteenth century, the system of "moving schools" was adopted in many towns. Instead of having a number of schools in session in a town at the same time, a school would be held for a certain number of weeks in one portion of the town and then, under the same schoolmaster, move to another part and sometimes again to a third locality during the same year. In the sparsely settled towns it was often difficult to find men who were willing to teach these small "moving schools" for the wages the town could afford to pay, and special inducements were offered to such as would make teaching a profession. "Professed schoolmasters" were exempted from taxation, afterwards from militia duty and finally from watch duty. As a protection against this exemption being claimed by unworthy persons, it was required that "persons who keep schools" must be of

sober and good conversation and must have the allowance and approbation of the selectmen and a penalty of forty shillings was imposed on all who should "keep school" without this approbation. The grammar master was required to be approved by the minister of the town in which he taught and of the two next adjacent towns, or two of them. In this law we see the first idea of compulsory examination and certification. Soon after this date we begin to read of the "school-dames" and find that in many of the towns "dame-schools" were instituted in which elementary instruction was given the youngest children by women. Thus, in 1732, the town of Mendon voted to choose school-dames to teach school in the outskirts of the town. In 1764, Westford voted to hire a school-dame the following six months, to keep the school in six parts of the town. In this case we have an example of a dame-school on wheels. We read of one school-dame who took entire care of her own four little ones and taught a school of young children for twenty-two weeks in the warm season, for fourpence a week, eking out her wages by making shirts for eight pence each and breeches for a shilling and six pence a pair.

Thus the cause of education struggled along until the dark cloud of the Revolution absorbed the entire attention of the colonies. That struggle having been successfully terminated, Massachusetts changed from a province to a commonwealth and in the new constitution the importance of education was duly set forth. "Wisdom and knowledge as well as virtue diffused generally among the body of the people being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of Legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them, especially the University of Cambridge, public schools and grammar schools in the towns." In 1788 a law was enacted providing that in the disposition of all townships of the public lands thereafter, four lots of 320 acres each should be reserved for the following purposes. The first lot was for "the first settled minister" in the township and was known as the "minister lot." The

second was for the "use of the ministry" and was known as the "ministerial lot." The third was for the support of common schools in that township and became known as the "school lot," while the fourth was reserved "for the future disposition of the State," and was designated as the "State lot."

In 1789 an elaborate school law was enacted which gathered and announced in the form of statute all the principles and ideas which an experience of a century and a half had demonstrated to be of value.

In the new law, as in the old colonial laws, the requirements were graduated according to the population of the towns. In regard to the common English schools it was required that every town having fifty families must furnish annually six months schooling by a master; this might be in one or more schools. A longer aggregate time was required of the larger towns. All towns of two hundred families must support a grammar school-master.

Under the old law instruction was required only in reading and writing. The new law required reading, writing, the English language, orthography, arithmetic and proper behavior. No youth could be sent to the grammar school unless he were already able to read. It was required that the "schoolmasters" should be graduates of some college or university, or they must produce a certificate of qualification from a learned minister of the town or neighborhood, and must produce a certificate of moral character from a minister or from a selectman of their own town.

The law of 1789 makes so important an advance in the history of our school system that we deem it advisable to give it entire.

An Act to provide for the Instruction of Youth and for the promotion of good education.

WHEREAS, The constitution of the Commonwealth hath declared it to be the duty of the General Court to provide for the education of youth; and whereas, a general dissemination of knowledge and virtue is necessary to the prosperity of every State, and the very existence of a Commonwealth:

Section 1. Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, that every town or district within this Commonwealth containing fifty families or householders, shall be provided with a

school-master or school-masters, of good morals, to teach children to read and write, and to instruct them in the English language, as well as in arithmetic, orthography, and decent behavior, for such term of time as shall be equivalent to six months in each year. And every town or district containing one hundred families or householders, shall be provided with such school-master or school-masters for such term of time as shall be equivalent to six months in each year; and shall, in addition thereto, be provided with a school-master or school-masters, as above described, to instruct children in the English language, for such term of time as shall be equivalent to twelve months in each year. And every town or district containing two hundred families or householders, shall be provided with a grammar school-master of good morals, well instructed in the Latin, Greek and English languages; and shall, in addition thereto, be provided with a school-master or school-masters, as above described, to instruct children in the English language, for such term of time as shall be equivalent to twelve months for each school in each year.

And whereas by means of the dispersed condition of the inhabitants of several towns and districts in this Commonwealth, the children and youth cannot be collected in any one place for their instruction, and it has hence become expedient that the towns and districts in the circumstances as aforesaid, should be divided into separate districts for the purpose aforesaid.

Sect. 2. Be it therefore enacted by the authority aforesaid, That the several towns and districts in this Commonwealth, be and they are hereby authorized and empowered, in town meetings, to be called for that purpose, to determine and define the limits of the school districts within their towns and districts respectively.

And to the end that grammar school-masters may not be prevented in their endeavours to discharge their trust in the most useful manner,

Sect. 3. Be it further enacted, That no youth shall be sent to such grammar schools unless they shall have in some other school or in some other way, learned to read the English language by spelling the same; or the selectmen of the town where such

grammar school is, shall direct the grammar school-master to receive and instruct such youth.

Sect. 4. Be it further enacted, That it shall be and it is hereby made the duty of the President, Professors and Tutors, of the University at Cambridge, Preceptors and Teachers of Academies, and all other instructors of youth, to take diligent care, and to exert their best endeavours, to impress on the minds of children and youth committed to their care and instruction, the principles of Piety, justice, and a sacred regard to truth, love of their country, humanity, and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which the Republican Constitution is structured. And it shall be the duty of such instructors, to endeavor to lead those under their care (as their ages and capacities will admit) into a particular understanding of the tendency of the beforementioned virtues, to preserve and perfect a Republican Constitution, and to secure the blessings of liberty, as well as to promote their future happiness; and the tendency of the opposite vices to slavery and ruin.

And to the end that improper persons may not be employed in the important offices before mentioned,

Sect. 5. Be it further enacted by the Authority aforesaid, That no person shall be employed as a School-Master as aforesaid, unless he shall have received an education at some College or University, and, before entering on the said business shall produce satisfactory evidence thereof, or unless the person to be employed as aforesaid, shall produce a certificate from a learned minister, well skilled in the Greek and Latin languages, settled in the town or place where the school is proposed to be kept, or two other such ministers in the vicinity thereof, that they have reason to believe that he is well qualified to discharge the duties devolved upon such School-Master by this Act; and in addition thereto, if for a grammar school, "that he is of competent skill in the Greek and Latin languages, for the said purpose." And the candidate of either of the descriptions aforesaid, shall moreover produce a certificate from a settled minister, of the town, district, parish or place, to which such candidate belongs, or from the selectmen of such town or district, or committee of such

parish or place, "That to the best of his or their knowledge he sustains a good moral character." Provided nevertheless, that this last certificate, respecting morals, shall not be deemed necessary, where the candidate for such school belongs to the place where the same is proposed to be constantly kept; it shall be the duty, however, of such Selectmen or Committee who may be authorized to hire such School-Master, especially to attend to his morals, and no settled minister shall be deemed, held, or accepted to be a School-Master within the intent of this Act.

Sect. 7. And it shall be the duty of the Minister or Ministers of the Gospel and the Selectmen (or such other persons as shall be especially chosen by each town or district for that purpose) of the several towns or districts, to use their influence and best endeavors that the youth of their respective towns and districts do regularly attend the schools appointed and supported as aforesaid, for their instruction; and once in every six months, at least, and as much oftener as they shall determine it necessary, to visit and inspect the several schools in their respective towns and districts, and shall inquire into the regulations and discipline thereof, and the proficiency of the scholars therein, giving reasonable notice of the time of their visitation.

Sect. 8. Be it enacted by the authority aforesaid, That all plantations which shall be taxed for the support of Government, and all parishes and precincts, are hereby authorized and empowered, at their annual meeting in March or April, to vote and raise such sums of money upon the polls and rateable estates of the respective inhabitants for the support and maintainance of a School-master to teach their children and youth to read, write and cypher, as they shall judge expedient, to be assessed by their Assessors in due proportion, and to be collected in like manner with the public taxes.

And whereas, schools for the education of children in the most early stages of life, may be kept in towns, districts and plantations, which schools are not particularly described in this Act; and that the greatest attention may be given to the early establishing just principles in the tender minds of such children, and carefully instructing them in the first principles of reading.

Sect. 9. Be it enacted, That no person shall be allowed to be master or mistress of such school, or to keep the same, unless he

or she shall obtain a certificate from the Selectmen of such town or district where the same may be kept, or the Committee appointed by such district, town or plantation to visit the schools, as well as from a learned minister settled therein, if such there be, that he or she is a person of sober life and conversation, and well qualified to keep such school. And it shall be the duty of such Master or Mistress, carefully to instruct the children attending his or her school, in reading and writing (if contracted for) and to instill into their minds a sense of piety and virtue, and to teach them decent behaviour. And if any person shall presume to keep such school, without a certificate as aforesaid, he or she shall forfeit and pay the sum of Twenty Shillings, one moiety thereof to the informer and to the use of the poor of the town, district or plantation where such school may be kept."

Important as was the law of 1789, it still contained many radical defects. While the law required that certain things should be done, it neglected to provide means for doing them. It provided for the establishment of school districts, but gave the districts no powers. The law made schoolhouses a necessity, but neglected to mark out the way for their erection, except by voluntary contributions of citizens. As these defects were brought sharply to the notice of the people it was natural they should soon be remedied. In 1800, power was given the districts to tax the people within their limits and the money thus obtained was placed in the hands of officers regularly chosen, who had charge of its expenditure. The districts were authorized to hold meetings, to choose a clerk, to decide upon a site for a schoolhouse and to raise money by taxation for buying land and for building and furnishing the house and for subsequent repairs. One thing only was still lacking to make the districts full municipal units and that was supplied by the law of 1817, which made school districts corporations with power to hold property, enforce contracts, to sue and be sued, "so as to bring and maintain any action or any agreement made with any person or persons for the non-performance thereof, or for any damage done to their property; and be liable to have any action brought and maintained against them for the non-performance of any contract made by them; to have and to hold in fee simple, or otherwise, any estate, real or personal, which has been or may

be given by any person or persons, for the purpose of supporting a school or schools in said district, and to apply the same for the purposes aforesaid, and may prosecute and defend any suits relative to the same."

By this act the school districts became full municipal corporations and at the same time the ultimate subdivisions of American sovereign power.

To this point had the evolution of our school system advanced when the separation was made from the mother State.

On March 3, 1820, by act of Congress, Maine took her place as the twenty-third State in the American Union, with a population of 298,335, an increase of nearly 70,000 in the previous decade. At the time of its erection into a sovereign State, Maine contained 236 towns, included within nine counties. The new State preserved the district system inherited from Massachusetts with a few special exceptions, until it was repealed by the law of 1833.

In 1822, the city of Portland, by special act of the Legislature, was given power to abolish its school districts and to give to its school committee the powers conferred by the old Massachusetts law upon district agents. Similar acts were passed in relation to Bath in 1828 and Bangor in 1832. At the first session of the Maine Legislature, which met on May 31, 1820, no action was taken in regard to schools.

At the second session, which convened on the first Wednesday of January, 1821, the first Maine school law was passed in the following language:

WHEREAS, The Constitution of this State has declared that a general diffusion of the advantages of education is essential to the preservation of the rights and liberties of the people, and has made it the duty of the legislature to require the several towns, to make suitable provision at their own expense, for the support and maintenance of public schools:

Section 1. Be it enacted by the House of Representatives in Legislature assembled, That every town and plantation shall annually raise and expend for the maintenance and support of schools therein, to be taught by schoolmasters, duly qualified, a sum of money including the income of any corporate school fund, not less than forty cents for each inhabitant, the number to be

computed according to the next preceding census of the states, by which the representation thereof has been apportioned; Provided that a part, not exceeding one-third of the money allotted to any district, may, if the district so determine, be applied to the support of a school taught by a mistress, or when the sum so allotted to a district in any year shall not exceed thirty-five dollars, the whole may be expended in the same manner.

Sect. 2. Be it further enacted, That it shall be the duty of President, Professors, and Tutors in Colleges, and the preceptors and teachers in Academies, and all other instructors of youth, to take diligent care and exert their best endeavours, to impress on the minds of children and youth, committed to their care and instruction the principles of piety and justice, and a sacred regard to truth, love to their country, humanity and a universal benevolence; sobriety, industry and frugality; chastity, moderation and temperance, and all other virtues which are the ornaments of human society; and it shall be the duty of such instructors to endeavour to lead those under their care, (as their ages and capacities will admit), into a particular understanding of the tendency of the beforementioned virtues, to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and the tendency of the opposite vices to slavery and ruin.

Sect. 3. Be it further enacted, That there shall be chosen by ballot, at the annual meeting in each town and plantation, a superintending school committee, consisting of not less than three nor more than seven persons, whose duty it shall be to examine schoolmasters and schoolmistresses proposing to teach school therein. And it shall be the duty of such committee to visit and inspect the schools in their respective towns and plantations, and inquire into the discipline and regulations thereof, and the proficiency of the scholars therein, and use their influence and best endeavors that the youth in the several districts regularly attend the schools; and the said committee shall have power to dismiss any schoolmaster or mistress who shall be found incapable or unfit to teach any school, notwithstanding their having procured the requisite certificates, but the towns and plantations shall be bound to pay such instructors for the time they have been employed; and the superintending committee shall have power to

direct what school-books shall be used in the respective schools; and at the meeting for the choice of town officers, there shall be chosen an agent for each school district, whose duty it shall be to hire the school-masters or mistresses for their respective districts, and to provide the necessary utensils and fuel for the schools. If any parent, master or guardian shall, after notice given him by the master or mistress of any school, refuse or neglect to furnish their several scholars with suitable books, the selectmen of the town or the assessors of the plantation thereof, on being notified by such master or mistress, shall furnish the same at the expense of the town or plantation, which expense shall be added to the next town or plantation tax of such parent, master or guardian.

Sect. 4. Be it further enacted, That no person shall be employed as a schoolmaster unless he be a citizen of the United States, and shall produce a certificate from the superintending school committee of the town or plantation where the school is to be kept, and also from some person of liberal education, literary pursuits and good moral character, residing within the county, that he is well qualified to instruct youth in reading, in writing the English language grammatically, and in arithmetic and other branches of learning taught in the public schools; and also a certificate from the selectmen of the town or assessors of the plantation where he belongs, that to the best of their knowledge he is a person of sober life and conversation and sustains a good moral character. And no person shall be employed as a schoolmistress unless she shall produce a certificate from the superintending school committee of the town or plantation where the school is to be kept, that she is suitably qualified to teach the English language grammatically, and the rudiments of arithmetic, and produce satisfactory evidence of her good moral character.

Sect. 5. Be it further enacted, That it shall be the duty of each town and plantation to assign to each school district, a proportion of the money raised in each year for the support of schools according to the number of children therein, between the ages of four and twenty-one years; and the assessors of towns shall certify such assignment to the selectmen; Provided, That whenever any town or plantation shall raise a sum of money

exceeding that required by this Act, such surplus may be distributed among the several school districts in such manner as the town or plantation may determine. And if any town or plantation shall fail to raise and expend annually for the support of schools the amount of money required by this Act, they shall forfeit and pay a sum not less than twice nor more than four times the amount of such deficiency. And any person who shall teach any school required by this Act, without producing prior to his commencing the same, the certificates required by this Act shall forfeit and pay seventy-five cents for each day he shall so teach such school, and shall be barred from recovering from any town, plantation or person, any pay for teaching such school.

Sect. 6. Be it further enacted, That all forfeitures for any breach of this Act, shall be recovered by indictment or information before any court of competent jurisdiction; and it shall be the duty of all Grand Jurors, to make due preparation thereof, in all cases that shall come to their knowledge, and such penalty when recovered, shall, in all instances be paid into the treasury of the town, or plantation, where the same was incurred, for the support of schools therein, in addition to the sum annually required to be raised by this Act, and the cost of prosecution into the county treasury. And if any town or plantation shall neglect for the space of one year, so to appropriate and expend any fine or penalty, they shall forfeit the same, to be recovered in an action of debt to the use of the person who may sue therefor.

Sect. 7. Be it further enacted, That the several towns and plantations, be, and they are hereby authorized and empowered, to determine the number and define the limits of the school districts within the same; and each and every school district in this State is hereby made a body corporate, with power to sue and be sued, and to take and hold any estate, real and personal, for the purpose of supporting a school or schools therein, and to apply the same agreeably to the provisions of this Act, independently of the money raised by the town for that purpose.

Sect. 8. Be it further enacted, That the inhabitants of any school district, qualified to vote in town affairs, be, and they hereby are empowered, at any district meeting called in manner

hereinafter provided, to raise money for the purpose of erecting, repairing, purchasing, or removing a schoolhouse and of purchasing land on which the same may stand, and utensils therefor, and to determine where the said schoolhouse shall be erected or located in said district, and also to determine at what age the youth in said district may be admitted into a school kept by a master or mistress, and whether any scholars shall be admitted into such school from other school districts.

Sect. 9. Be it further enacted, That for the purpose aforesaid all lands, whether improved or unimproved, shall be taxed in the district in which they lie; and the assessors of any town or plantation, shall assess in the same manner as town taxes are assessed on the polls and estates of the inhabitants composing any school district in their town or plantation and on lands lying within the same, belonging to persons not living therein, all monies voted to be raised by the inhabitants of such district for the purpose aforesaid within thirty days after the clerk of the district shall have certified to said assessors, the sum raised by said district, to be raised as aforesaid. And it shall be the duty of the said assessors to make a warrant in due form of law, directed to one of the assessors of the town or plantation, requiring and empowering the said collector to levy and collect the tax so assessed and pay the same, within a time limited by said warrant, to the treasurer of the town or plantation, to whom a certificate of the assessment shall be made by the assessors; and the money so collected and paid shall be at the disposal of the committee of the district, to be by them applied agreeably to a vote of their district aforesaid. And such collector in collecting such taxes shall have the same powers and be holden to proceed in such manner as is by law provided in the collection of town taxes.

Sect. 10. Be it further enacted, That the treasurer of any town or plantation, who shall receive a certificate of the assessment of a district tax, shall have the same authority to enforce the collection and payment thereof, as of town or plantation taxes. And the assessors of any town or plantation shall have the same power to abate such district tax, as they have to abate a town or plantation tax. And the assessors, collector and treasurer shall be allowed by the school district the same compensation

for assessing, collecting and paying any district tax, as they are allowed by the town or plantation for similar services.

Sect. 11. Be it further enacted, That it shall be the duty of the selectmen of any town and the assessors of any plantation, upon application made to them in writing by three or more freeholders residing in any school district in such town or plantation, to issue their warrant directed to one of the persons making such application, requiring him to warn the inhabitants of such district, qualified to vote in town affairs, to meet at such time and place in the same district as shall in the warrant be appointed. And the warning aforesaid shall be by notifying personally every person in the district qualified to vote in town affairs, or by leaving at his usual place of abode a notification in writing, expressing therein the time, place and purpose of the meeting, seven days at least before the time appointed for holding the same; Provided, That any town or plantation, at the request of such district, may at any legal meeting thereof, determine the manner in which notice of future meetings in such town or plantation may be given. And such inhabitants, so assembled, may choose a moderator, and also a clerk, who shall be sworn faithfully to discharge the duties of his office before a justice of the peace, or before the moderator, and it shall be the duty of such clerk to make a fair record of all votes passed at any meeting of the district, and to certify the same when required; and may also choose a committee to superintend the laying out and expending the money raised by such district agreeably to their vote, for the purposes aforesaid, to examine and allow such accounts as they may think proper, and to draw orders on the town or plantation treasury for the amount of money raised.

Sect. 12. Be it further enacted, That whenever at any legal meeting of a school district, called for the purpose of raising money for the erecting, repairing, purchasing or removing a schoolhouse, or for purchasing land on which the same may stand, or for procuring utensils therefor, a majority of the voters present are opposed to raising money for any such purpose, it shall be lawful for the selectmen of the town or the assessors of the plantation in which such district is situated, on application in writing of any five or more freeholders, inhabitants of such district, to insert in their warrant for calling the next town or plan-

tation meeting, an article requiring the opinion of the town or plantation, relative to such subject as proposed in the said district meeting; and if a majority of the voters present in such town or plantation meeting, shall think it necessary and expedient, they may grant a sufficient sum for the purposes aforesaid, to be assessed on the polls and estates in said district, to be collected and paid as in this Act provided.

Sect. 13. Be it further enacted, That when the inhabitants of any school district cannot agree where to erect or locate a schoolhouse in their district, the selectmen of the town or assessors of the plantation to which such district belongs, upon application made to them in writing by the committee of the district, chosen to superintend the building or purchasing of such schoolhouse, are hereby authorized and empowered to determine on the place where such schoolhouse shall be erected or located."

A careful analysis of this law discloses the following provisions: 1. It established a minimum amount of money which each town and plantation was required to raise and expend, annually, for the support of schools. It will be noticed that in Section 1, it provides that the schools shall be "taught by schoolmasters duly qualified," while in Section 3 provision is made for examining "schoolmasters and schoolmistresses proposing to teach school therein." 2. It establishes the plan of apportioning the money thus raised among the several school districts in the town. 3. It provides for a closer organization of the school districts, reciting how they shall be formed, how the district agents shall be chosen; defining the powers of the district in raising money, locating and erecting schoolhouses and assessing, collecting and expending money. 4. It provides for the election by the town of a superintending school committee, and defines their powers and duties. 5. It defines the qualifications of teachers and establishes the mode of determining those qualifications. 6. It enumerates the subjects to be taught in the common schools including morality, sobriety and industry, (Section 2) as well as the usual public school branches. (Section 4). 7. It establishes penalties for non-compliance with its requirements and recites the manner of appeal from the decision of the school districts to the town by aggrieved parties. In 1822, an amendment was proposed, taking the power of choosing agents from the

town and giving it to the district. This met with opposition and a compromise amendment was passed making it optional with the towns to allow the districts to choose their agents.

As time progressed defects in the law became apparent, and these the friends of education sought to remedy by suitable legislation. Several amendments were enacted by the Legislature of 1825. The original law of 1821 provided that each town should choose a superintending school committee; it neglected, however, to append any penalty for non-compliance. The committee were required by the first law to visit the schools but nothing was said as to how often or at what periods, neither were the committee given any authority over unruly scholars. The amendatory act of 1825 fixed a penalty of from \$30 to \$200 upon any town neglecting to choose a school committee and gave the committee power to exclude unruly and disobedient pupils. It provided that the district agent should inform the committee of the date of opening and closing of the school and that the committee should visit each school at least twice during its session, once within three weeks after its commencement and again within two weeks of its close. The act of 1821 provided for an annual enumeration of the persons between four and twenty-one in the district as the basis for the division of the school fund, but did not specify any date for such enumeration. The law of 1825 named the first day of May as that date. It also allowed ten per cent. of the school fund to be expended for fuel and necessary repairs upon schoolhouses.

The original statute provided that any district receiving less than \$35 as its portion of the school fund for the year, might expend the entire sum in a school taught by a mistress; but if more than that amount were received, at least two-thirds of it should be expended in a school taught by a master. The act of 1825 left it in the discretion of the district and the committee to decide how much of the school fund should be expended for each class of schools.

Experience proved that some basis must be fixed on which to apportion to the several towns any school funds that might be distributed by the State. The original law made no provision for any returns of school statistics to be made by the towns. The law of 1825 made it the duty of the selectmen of the several

towns to make returns, once in three years to the Secretary of State, on blanks furnished by him, giving the number of districts in town; the number of scholars in each; the number usually attending school; the length of the schools and the amount of money expended for their support. The provision was only partially complied with and the returns lacked accuracy and hence were of little value. No apportionment of school money on returns from the towns was made until 1833.

The Legislature of 1827 made further enactments in regard to education. Provision was made for forming districts out of portions of two or more towns and for the apportionment of school money to persons living upon islands, or in remote portions of towns outside of district limits, said money to be expended under the direction of the superintending school committee. Districts were authorized to instruct their agents as to the time when the schools should commence. The act of 1827 also contained the first hint of anything like a graded system of schools. It provided that where, in any district, a school was taught a portion of the year by a master and the remaining portion by a mistress, the district, by a committee appointed by the citizens, or by the school committee of the town, should the districts so choose, might determine what class of scholars should be admitted to each school.

The Legislature of 1828 enacted a law directing the Land Agent to set apart twenty townships of the public lands to be sold and the proceeds to be deposited in the State treasury, to form a permanent State school fund, the interest to be distributed annually among the several towns and plantations in the State according to the number of scholars therein. The same law provides that a certain portion ("the excess over and above what the State may then owe"), of all moneys received from Massachusetts on account of claims against the United States for services in the war of 1812, should also be set apart for the support of schools. These two items form what is officially known as the State permanent School Fund, the interest upon which at six per cent. is annually distributed among the towns and plantations for the support of common schools. For the year 1900 this interest amounts to \$26,565.47. The Legislature of 1828 also passed a law that one thousand acres should be set apart in all townships

thereafter sold or surveyed instead of the four lots of 320 acres provided for by the old Massachusetts law of 1788. In 1830 an act was passed specifying the manner of calling school district meetings. By an act passed in 1831 it was provided that the "Act of Separation" between Massachusetts and Maine should be so far modified or annulled that the Legislature of Maine should have the power to direct that the income of any lands reserved for the benefit of the ministry should be applied to the support of "primary schools" provided the consent of Massachusetts should be obtained.

That consent having been obtained the following law was enacted by the Legislature of 1832.

#### CHAPTER 39 PUBLIC LAWS OF 1832.

An Act appropriating the income of certain Ministerial Funds to the support of Schools.

Section 1. Be it enacted by the Senate and House of Representatives in Legislature assembled, That the Trustees of any Ministerial Fund incorporated by the Legislature of Massachusetts, in any town within this State, be and they are hereby authorized, with the consent of the town for whose benefit such fund was established, to surrender and transfer said fund to the Selectmen, Town Clerk and Treasurer of such town; and said town officers shall be and they are hereby made, ex officio, the Trustees of the fund aforesaid; and, after such transfer, the annual income of said fund shall be applied to the support of primary schools in such town.

Sect. 2. Be it further enacted, That the income of any fund, which has arisen or which may arise, from the proceeds of the sales of lands reserved for the use of the ministry, or of the first settled minister, in any town in this State, and which fund, or the land from which it may arise has not become vested in some particular parish within such town, or in some individual, is hereby directed and required to be annually applied to the support of primary schools in such town.

Sect. 3. Be it further enacted, That the income of the funds aforesaid shall be expended for the benefit of schools in the same manner that other money raised for the support of schools, in the several towns in this State, is by law required to be expended.

But this act shall not be construed to exempt any town from raising, for the use of the schools, the same sum of money, beyond the income of the fund aforesaid, that it is now by law required to raise for that purpose.

Sect. 4. Be it further enacted, That all Acts, and parts of Acts, inconsistent with the provisions of this Act, be and the same are hereby repealed.

(Approved by the Governor March 9. 1832).

At the same session the law was passed allowing the town of Bangor to abolish its school districts and also giving that town authority to pay its school committee such sum for their services as might be deemed proper. No legal provision had before been made for the payment of school committees and this act applied to Bangor alone. This act also gave Bangor the right "to determine the age at which scholars may be admitted into the several schools in said town, and of transferring the scholars from school to school." Here at this early date we find the germ of our present law for the conveyance of scholars.

The Legislature of 1833 passed an act additional to an act to provide for the Education of Youth. This act provides "That all sums which may hereafter be received by the State for the tax on the several banks, excepting the sum of one thousand dollars appropriated for the benefit of the Parsonsfield Seminary, shall be and the same hereby are appropriated to the support of primary schools." Section 2, provided that school agents should be sworn and that they should in the month of December in each year return to the selectmen a certified list of the number of scholars between four and twenty-one.

Section 3, required the selectmen to make the return called for in the act of 1825 to the Secretary of State "in the month of January annually" instead of once in three years as the original act prescribed.

Section 4, required the Secretary of State to notify the State Treasurer of the number of scholars "in the several towns, plantations and city aforesaid from which returns were seasonably made." Section 5, required the State Treasurer to apportion the bank tax among the several towns, etc., according to the number of scholars and to send the amount to the several town treasurers on or after the fifteenth day of February in each year. Section 6, required the selectmen to apportion the amount

received among the several school districts according to the number of scholars in each. Section 7, provided that the towns should not be relieved by this distribution from raising the 40 cents per capita required by the former law.

In 1834 was passed "An Act to provide for the Instruction of Youth," Chapter 129, Public Laws of 1834. In this act all the school laws, previously enacted were collected in one statute, a few minor changes were made and all acts inconsistent therewith were repealed. In this act the superintending school committee of each town were to consist of not less than three nor more than five, instead of seven as in the former law. The committee were required to be sworn and to make a written report of the condition of the schools, to be read at the annual town meeting. Districts were allowed to vote to receive scholars from other towns and other districts into their schools. The act also allowed all towns in the State, if they should so vote at any legal meeting called for that purpose, to adopt the school organization allowed by former laws to Portland, Bath and Bangor.

In March, 1835, the third section of the act of February 23, 1828, which provided that certain moneys received from Massachusetts on claims against the United States for services in "the late war" should be set apart for a school fund, was repealed.

An act approved February 13, 1837, repealed certain sections of the general act of 1834 and provided "That it shall be the duty of the Selectmen of Towns and the overseers of Plantations, respectively, to make out a statement, annually, of the number of scholars in each of their districts, between the ages of four and twenty-one years, as the same existed on the first day of May preceding; the number of school districts within their respective towns or plantations; the number of scholars who usually attend school in each; the amount of money raised and expended for the support of schools; designating what part is raised by taxes and what part from funds, and how such funds have accrued; and the time the school has been kept in each, designating how much by a schoolmistress; and to certify upon oath in said statement, that the same is true and correct according to their best knowledge and belief; and to transmit the said statement to the office of the Secretary of State, on or before the twentieth day of January in each year." This law also pro-

yided that the distribution of the bank tax should be predicated upon the statements made in these returns: also that the Secretary of State should furnish proper blanks for making the required returns. On March 20, 1838, a resolve was passed in the following words:

*"Resolved,* That the Secretary of State be required to make an abstract in tabular form, by counties, of the returns of Common Schools made by the several towns, cities and plantations for the year one thousand eight hundred and thirty-seven, together with a statement of the population of each town, city and plantation according to the census taken in that year, and such comparisons of the returns of schools and of population and such deductions therefrom as may be usefully and conveniently made, and a statement of the amount paid, or to be paid, to each town, city and plantation out of the Bank Tax or School Fund for the same year."

*"Resolved,* That the Secretary of State be authorized to cause ten thousand copies of the abstract and statements aforesaid to be printed and distributed for the information of the people, reserving five hundred copies thereof to be laid before the next Legislature for the use of the members."

Abstracts, as contemplated by this resolve, were made each year until 1842, but the tables proved to be so faulty and unreliable that the resolve of 1838 was repealed in January, 1842, and the publication of the abstracts discontinued.

On March 16, 1840, an act was approved providing for a fine of not more than twenty nor less than two dollars for disturbing schools. Offences under this act were to be prosecuted by presentment of the Grand Jury or by complaint before a Justice of the Peace.

Occasionally during these early years we find resolves giving persons residing at a distance from schools a certain sum in full of their share of the school fund when they shall make it appear that they have expended a like amount in the education of their children.

In 1840, a resolve was passed directing the State Treasurer to include in his apportionment of the School Fund all returns of scholars received up to February twenty-second and to assume as the basis of apportionment for such towns as had not made a return at that time the number of scholars given by the

last census. In 1841, the time for making the returns was extended to the twelfth of March. A resolve approved March 20, 1841, directed the State Treasurer to pay to the County Treasurers the amount of school money due "unincorporated and unorganized plantations in their respective Counties," the same to be paid by the County Treasurers to the treasurers or agents of the several plantations.

Chapter 17 of the Revised Statutes of 1841 collects in one act the entire school legislation of the State. In this revision certain changes were made. The superintending school committee were required to make their return of school statistics to the selectmen fourteen days prior to the annual town meeting. For the first time a general provision was made for paying the committees for services rendered, the pay being fixed at "not more than one dollar per day for their services, unless otherwise ordered by the town." A slight change was made in the required qualifications of teachers, "writing" being added as one of the requirements of schoolmistresses.

In his inaugural address, January 15, 1841, Governor Kent says: "We are justly proud of our system of common schools and New England can point to no higher evidence of the wisdom, patriotism and foresight of the fathers of our land. The principle of universal education, upon which the system is based, lies at the very foundation of our republican institutions.

\* \* \* \* To aid in the great work of renovation, we need a higher standard of qualifications for teachers, institutions particularly adapted to instruct and prepare them for the great work before them, schoolhouses of better and more suitable construction, and a more general interest on the part of the people in the researches and suggestions of those who have investigated the whole subject with patience, ability and minuteness, a dissemination of the able treatises which have been published and a determination to adopt and carry out in practice judicious reforms and unquestionable improvements. In aid of their views, I would suggest the expediency of authorizing school districts to raise money for the purchase of district libraries, of standard works, under the direction of a committee or otherwise.

\* \* \* \* I am not prepared to recommend at this time, the establishment of a Board of Education, but I have no doubt that the employment of one or more intelligent, active,

judicious commissioners, whose duty it shall be to devote their time and talents to this subject, visit different parts of the State and disseminate information, awaken attention and interest among the citizens and carry into practical operation well established improvements, and gather and arrange statistics, would be highly advantageous to the cause of popular education, and amply repay, in substantial benefits, the cost of the experiment.

\* \* \* \* I cannot but regard the course adopted in most of our compact and populous towns and villages, by which the public and common schools are made of secondary importance by the preeminence given to private instruction, as injurious to the cause of general education, and as fostering a spirit which leads to invidious distinctions in society and serves to degrade the public seminaries, in many minds, to a point little short of absolute contempt."

In 1842 a law was passed prescribing the duties of school officers in districts composed of parts of two or more towns. This act also provided for the grading of schools in districts having a sufficient number of scholars to require two or more schools to be in operation at the same time.

In the session of 1843, the committee on education, through its chairman, reported a bill to provide for a Board of School Commissioners, to consist of one from each of the thirteen counties in the State, to be appointed by the Governor and Council. This bill was thoroughly discussed in the House and the arguments for and against were fully brought out. The bill passed the House by a small majority, but was, without debate, indefinitely postponed by the Senate. The discussion was, however, of great importance in awakening public interest in the improvement of the common schools.

The Legislature of 1844 enacted four laws in relation to public schools. The first, approved February 29, provided that plantations organized for election purposes only, should be empowered to establish schools and should receive a share of the apportionment of the State school fund, according to the number of persons of school age living therein. The law recited at length the manner of organization, of census enumeration, and prescribed the powers and duties of the school officers. The act of March 6 gave to districts "where more than one school is necessary to accommodate the scholars

in said district," power to build "such a number of schoolhouses as the wants of said district may require." The third act approved March 19, authorized school districts to expend not to exceed five per cent, of their school money in any one year for the purchase of district libraries. The fourth act, approved March 21, provided that when any district declined to raise money for any purpose which the town considered necessary, the town might require the district to raise the sum needed and the selectmen were required to appoint, in writing, three suitable inhabitants of said district, to be a committee to superintend the expenditure of the money, etc., etc.

In 1845, the committee on education again reported a bill providing for a Board of School Commissioners, to be appointed by the Governor and Council and to consist of not less than three nor more than five persons. After full and free discussion in both branches of the Legislature, the bill failed of a passage.

In January, 1846, a convention of teachers and of those interested in education was held in Augusta. A committee consisting of Amos Brown, Phillip Eastman, A. S. Packard and Samuel P. Benson, was appointed by this convention, with instructions to consider carefully "the defects in our educational system and to suggest measures for their removal." This committee was instructed also to prepare a memorial upon the subject and submit it to the Legislature at its next session. In their memorial the committee emphasized the following as the principal evils then existing in the common school system of Maine:

1. "The multiplying of school districts."
2. "The prevalent inefficiency of school committees."
3. "The want of suitable qualifications in teachers."
4. "The want of proper classification in schools, arising from multiplicity of school books and want of system in the course of study."

The committee strongly recommended the establishment of a State Board of Education. This memorial was presented to the Legislature and was by them referred to the committee on Education who reported the following bill, which was enacted by the Legislature and was approved by the Governor, July 27, 1846:

An Act to establish a Board of Education.

Be it enacted by the Senate and House of Representatives in Legislature assembled:

Section 1. A Board of Education is hereby established in this State, to consist of one member from each county who shall be elected in the manner hereinafter provided.

Sect. 2. The superintending school committees of the several towns, and the clerks of the several plantations in each county are hereby required to assemble, annually, at the times and places hereinafter designated, and when so assembled in each county, to choose, by the majority of those present, one person, a resident of the county, who shall be the member of the Board of Education for such county, and shall hold his office until a successor is duly chosen and qualified. The county meetings aforesaid shall be organized by the choice of a chairman and clerk, who shall severally certify the election of the member chosen and transmit one copy of such certificate to the Secretary of State, and one copy to the person chosen.

Sect. 3. A quorum of each county meeting shall consist of one or more members of the superintending school committee from a majority of the towns in each county, but if any town or city shall have a superintending school committee consisting of more than five members, such committee shall appoint delegates from their own number, not exceeding five, which delegates shall exercise the duties and powers herein provided.

Sect. 4. The county meetings aforesaid shall be held at the shire towns in each county, and at Wiscasset in the county of Lincoln, at the times following:

York, third Tuesday of September.

Cumberland, Friday next after the third Tuesday of September.

Oxford, fourth Tuesday of September.

Franklin, first Tuesday of October.

Somerset, Friday next after the first Tuesday of October.

Piscataquis, second Tuesday in October.

Penobscot, Friday next after the second Tuesday in October.

Aroostook, third Tuesday in October.

Washington, Friday next after the third Tuesday in October.

Hancock, fourth Tuesday in October.

Waldo, first Tuesday in November.

Lincoln, Friday next after third Tuesday in November.

Kennebec, second Tuesday in November.

And each meeting shall be held at eleven o'clock on the days aforesaid.

Sect. 5. The members of the Board of Education thus chosen shall hold their first meeting on the first Wednesday of May in each year at Augusta, and may meet thereafter, at such times and places as they shall by vote determine. They shall appoint a chairman and clerk from their own number. Five members shall be a quorum for the transaction of business. In case of any vacancy in the Board, or if in any county an election shall not have been effected at the county meeting herein provided, the members of the Board actually elected and in office, may fill such vacancy and supply such failure for any county where the same may occur.

Sect. 6. The Board of Education first chosen, shall meet for organization, and for choice of the Secretary hereinafter provided, on the third Wednesday of December next, at Augusta, and shall hold their offices until the first Wednesday of May, eighteen hundred and forty-eight, and the term of each new Board of Education thereafter shall commence on the first Wednesday of May, annually.

Sect. 7. The Board of Education shall, at their first meeting in each year, elect by ballot, one person, who shall be styled the Secretary of the Board of Education, and shall hold his office for one year, and until another shall be chosen. But the Secretary first elected, shall hold his office, until the first Wednesday of May, eighteen hundred and forty-eight. In case of a vacancy in the office of Secretary, it shall be the duty of the Board, as soon as may be, after the occurrence of such vacancy, to elect another for the remainder of the year.

Sect. 8. The members of the Board, and the Secretary, shall severally be sworn to the faithful performance of their respective duties, before any magistrate authorized to qualify civil officers.

Sect. 9. It shall be the duty of the Board of Education, and especially of the Secretary, to devote themselves assiduously to examine the practical operation of those parts of the constitution and laws of the State, which provide for public education, and the diffusion of knowledge among the people. In pursuance of this object, the Secretary shall attend the county meetings herein provided for the election of members of the Board, and communicate with the superintending school committees there

assembled, and with teachers and the friends of public instruction generally. And the Board of Education, directly, or through the agency of the Secretary, are authorized and required to collect and disseminate information in regard to the location and construction of schoolhouses; on the arrangement of school districts and the use of the best school apparatus; to consult with superintending school committees and school agents on the best and cheapest method of introducing uniform school books, and on the practicability and expediency of establishing school district libraries; to inquire and report on the advantages of normal schools, or schools for the education of teachers; to consider the best methods of aiding and promoting education in the new settlements of the State; to devise improvements in teaching the branches of instruction now pursued in the common schools, and for the introduction of such other branches of useful knowledge as may be practicable, and generally to consult with school committees, school agents, and other authorities and inhabitants of the State, for the purpose of ascertaining, recommending and promoting all such improvements in the common school system as may be consistent with the constitution and laws of the State, and the welfare of its inhabitants. And it shall be the duty of the Board in the month of April, annually, to prepare a report of their doings, and the results of their investigations during the preceding year, which shall be presented to the Governor, and by him laid before the Legislature.

Sect. 10. The Secretary of State is hereby authorized, under the direction of the Governor and Council, to furnish such blank forms for returns respecting schools as the Board of Education may recommend; and all such returns may be addressed to the Secretary of State.

Sect. 11. The members of the Board of Education shall each receive for their travel from their several places of residence to the place of their several meetings, ten cents per mile, and one dollar for each day's attendance at any meeting, but not exceeding in the aggregate thirty days in each year.

Sect. 12. The Secretary of the Board of Education shall receive an annual salary of one thousand dollars, payable in quarterly payments, which shall be in full for all services and expenses of said office.

Sect. 13. The Board of Education, at such times as they may appoint, shall make up their pay roll for travel and attendance, which, when examined and allowed by the Governor and Council, shall be paid to them, out of any money in the treasury not otherwise appropriated.

Sect. 14. For the purpose of providing for the organization of the first Board of Education, the Governor, with the advice of his Council, is hereby authorized to appoint, before the first day of August next, a provisional School Agent for the State, whose duty it shall be to communicate with the superintending school committees of the several towns respecting the duties required by this act, to make such arrangements as may be necessary for the first county meetings herein provided, and to obtain, from the returns now in the office of the Secretary of State, and from other sources, such information respecting the actual condition of common schools within this State, as may be usefully laid before the county meetings, and the Board of Education, at their first organization, to enable them to enter without delay, upon the discharge of their duties. The duties of such Agent shall continue until the Board of Education is organized; and he shall receive therefor such compensation as shall be allowed by the Governor and Council, not exceeding two hundred and fifty dollars.

The law provided that the Board should consist of one member from each county, to be elected by the school committees of the several towns and the clerks of the several plantations. The following persons were elected members of this Board, viz: Stephen Emery, Horace Piper, Philip Eastman, Benjamin Randall, A. F. Drinkwater, Aaron Hayden, R. H. Vose, Samuel Taylor, Ebenezer Knowlton, David Worcester, Oliver L. Currier, Samuel Adams, and William I. Savage. This committee chose as its first Secretary of the Board Mr. William G. Crosby of Belfast. The first session commenced December 16 and closed December 21, 1846. The second session began on the 5th of May, 1847. The Secretary presented his report, which was afterwards submitted to the Legislature. The report gives the first reliable statistics concerning the common schools of Maine. By this report the average wages of female teachers was \$1.52 per week and of male teachers \$16.71 per month, exclusive of board. The average length of schools for the year

was 21 weeks, 1 day. The number of persons between 4 and 21 years was 201,992: whole number in winter schools, 94,217; in summer schools, 96,127. Thus it will be seen that less than fifty per cent. of persons of legal school age were enrolled in public schools.

An act approved August 10, 1864, provided that moneys arising from the sale of timber on the reserved lots in unincorporated townships should constitute funds for school purposes, the income only to be expended. The funds were to be invested by the County Commissioners of the several counties. If there were no inhabitants in a township from which timber was sold, the interest should be added annually to the principal. If the township had inhabitants and if they became organized into a plantation, then the interest should be paid yearly to the plantation clerk, to be applied to the support of schools.

Aug. 2, 1847, an act was approved providing for the better education of youth in cotton and woolen mills. Children employed between the ages of twelve and fifteen years were required to attend school three months in each year, and children under twelve years, four months; a certificate to that effect to be deposited with the clerk or agent of the mills. A penalty of fifty dollars for each offense was provided, and superintending school committees were required to inquire into violations of the law and report to the County Attorneys.

In June, 1847, a law was passed providing for the establishment of county teachers' institutes. To defray the expense of these institutes the sum of twenty-six hundred dollars was to be set apart annually from the income of the permanent school fund and a maximum of two hundred dollars was appropriated from this sum for the expenses of each county institute.

One institute was held in each county, thirteen in all, during the latter part of the year 1847. Sixteen hundred and eighty-six teachers attended the sessions and great good resulted to the teaching force of the State.

An act approved July 31, 1847, made several amendments to the laws in relation to schools. Additional duties were imposed upon superintending school committees and they were denied pay until they had furnished evidence to the selectmen that they had made the required returns to the Secretary of

State. Districts were authorized to unite and appropriate a certain portion of their school funds for a graded school. Districts were also authorized to determine what proportion of their school money should be applied for the support of schools taught by schoolmistresses. In case school agents failed to take the census of scholars, it was made the duty of the assessors to make the enumeration and return. The clause requiring teachers to be citizens of the United States was repealed. The time of making school returns to the Secretary of State was changed from January 20, to April 1, and towns neglecting to make returns forfeited their share of the State School Fund. Additional penalties were provided for disturbing schools and destroying school property. School districts were allowed to purchase "apparatus" as well as libraries, and teachers were required to keep registers and were denied pay until the register, properly filled out, was deposited with the school committee.

An act approved June 27, 1848, made some amendments to the law establishing a Board of Education. By this act it was prescribed that the annual meeting of the superintending school committees should be held at such time and place in each county as the member of the Board for the county should appoint; he to give thirty days' notice to the committees of the several towns in his county. In case of a vacancy on the Board from any county, the Secretary of the Board should call the meeting of the committees. The annual report of the Board should be made in the month of May, instead of April as required by the original act. Chapter 44 of the laws of 1848 directed the State Treasurer to discontinue the apportionment and distribution of the annual school funds to unincorporated or unorganized places.

Chapter 48, of the laws of 1848 required that school agents, whether elected by towns or school districts, should be sworn either by the district clerk, the town clerk or by some justice of the peace. Chapter 54, same year, provides that when a majority of the selectmen of any town shall reside in one school district in which it becomes necessary to locate a schoolhouse, or shall not be able to agree, the superintending school committee shall locate the house.

Chapter 124 of the laws of 1849 directed that an amount equal to six per cent. of the permanent school fund shall be annually appropriated for the support of primary schools. The Treasurer of State shall annually in the month of May distribute the fund in the same manner as required in case of the bank tax. This act shall not relieve towns from raising the required forty cents per capita.

Chapter 129, 1849, authorized the Land Agent to dispose of any timber lands apportioned for the benefit of common schools without regard to the law requiring that no more than three townships should be sold in any one year.

Chapter 137, 1849, authorized school districts to elect tax collectors.

Chapter 143, 1849, amended the act establishing teachers' institutes by directing that the expense of their maintenance should be paid from "any money not otherwise appropriated" instead of "from the income of the permanent school fund" as provided in the original act.

Chapter 193 of the Public Laws of 1850 entitled: "An Act to provide for the education of youth," approved August 27, 1850, is a complete codification in twelve Articles of the school laws of the State.

Article I. Containing sixteen sections, relates to "the general duties of towns." In section eight of this Article it is provided that the number of superintending school committee in each town shall be limited to three, one of whom shall be chosen each year, the term of office to be three years. Section 9 provides that any town containing two thousand inhabitants or more, may, instead of a committee, choose a supervisor of schools. It required that the supervisor be a resident of the town and a "competent individual."

Section 11 allowed towns to choose annually a committee of not less than three and were authorized to "invest such committee with the rights, powers and obligations pertaining to school agents as well as to a superintending school committee." Section 14, 15 and 16 authorized towns to make "all needful provisions and arrangements concerning habitual truants."

Article II containing twenty-one sections, treats "of the powers and obligations of school districts." Article III, with nineteen

sections, treats "of the assessment and collection of money raised or borrowed by school districts." No change of importance is made in these two articles. Article IV, consisting of five sections, treats "of school districts formed from two or more towns." This article provides for the formation of school districts from two or more towns, prescribes the manner of organization, how money shall be apportioned, location of school-houses decided and schools superintended. Article V, containing three sections, the first two being subdivided into nine paragraphs each, treats "of the powers and duties of superintending school committees." Section one enumerates the duties of the committee as, 1st to fill any vacancies occurring on the board until the next annual meeting; 2nd and 3d, to examine teachers; 4th, to select books; 5th, to visit schools twice each term; 6th, to dismiss unfit or incapable teachers; 7th, to expel obstinately disobedient and disorderly scholars; 8th, to exclude persons not vaccinated; 9th, to report the state of the schools to the State. Section 2 defines what the returns shall include. 1st, amount of money raised and expended for schools and how raised or obtained; 2d, number of districts and parts of districts. 3d, number of persons between 4 and 21 years of age on May 1st. 4th, number of persons of school age residing on islands or in portions of town not classed with any district. 5th, whole number and average number attending summer schools and same of winter schools. 6th, average length of schools, summer, winter, and for the year. 8th, wages of male teachers per month and of female teachers per week exclusive of board. 9th, returns to be made, certified and transmitted to office of Secretary of State on or before the first day of April each year. When for any reason, only one member of the committee is left, it shall be his duty to make the return. Section 3 requires parents, masters and guardians to furnish books to pupils. If they neglect or refuse, the town shall furnish books and add expense to next town tax of the delinquent. Article VI, containing one section with six subdivisions, treats "of the powers and duties of school agents." 1st, to call district meetings. 2d, to employ teachers. 3d to provide fuel and utensils and make repairs. One-tenth of the school money was allowed for repairs, exclusive of fuel and insurance. 4th, to notify the committee of time when school is to commence; whether to be kept by master

or mistress, and for how long a term. 6th, to make annual return to the assessors, of the number of scholars in the district. Article VII, containing three sections, was devoted to "Duties and qualifications of instructors." Section 1 required teachers to keep a register. Section 2 made it the duty of all instructors in colleges, academies and schools to inculcate morality and virtue. Section 3 prescribed a forfeiture for teaching without a certificate and provided that no certificate should be valid for more than one year unless annually endorsed by the committee. Article VIII, consisting of ten sections, relates to "scholars in certain plantations." Article IX, containing fourteen sections, treated of "a Board of Education and Secretary; how elected and their powers and duties." Section 1 provided that the Board should consist of one member from each county; section 2 that the members of the Board should be chosen annually by the superintending school committees of the several towns, etc., etc.; section 3 treated of the details of conducting meetings for the choice of a member of the Board; section 4 of the time and place of holding such meetings; section 5 provided that the Board should meet for organization and for choice of a Secretary at Augusta on the first Wednesday of May in each year, at which time the term of each new Board should commence; section 6 treated of the manner of organization, five members to constitute a quorum and the Board to have power to fill vacancies if any county neglected to do so; section 7 required the Board at their first meeting each year, to choose a Secretary who should hold office for one year, or until his successor was chosen; section 8 required members of the Board and the Secretary to be sworn by a magistrate; section 9 prescribed the duties of the members and Secretary. They should examine carefully all the laws relating to schools and their practical operation; the Secretary should attend the county meetings for election of members: the Board, directly or through the agency of the Secretary, should collect and disseminate information in regard to the location and construction of schoolhouses, the arrangement of school districts and the use of the best school apparatus; to consult with school officers on the best and cheapest method of introducing uniform school books, etc.; to inquire and report upon the

advantages of normal schools; to consider the best methods of aiding and promoting education in the new settlements of the State; to devise improvements in methods of instruction in branches now taught in the common schools and to introduce other branches, if practicable, and to promote "all such improvements in the common school system as may be consistent with the constitution and laws of the State and the welfare of its inhabitants." It was made the duty of the Board, "before the first Wednesday of May, annually, to prepare a report of their doings, and the result of their investigations during the preceding year, which shall be presented to the Governor and by him laid before the Legislature." Section 10 authorized the Secretary of State to furnish blank forms for school returns and provided that all such returns should be addressed to the Secretary of State. Section 11 fixed the compensation of the members of the Board of Education at one dollar a day for attendance upon the meetings of the Board, not to exceed thirty days in each year, and ten cents per mile travel from place of residence to place of meeting. Section 12 fixed the salary of the Secretary of the Board at one thousand dollars "in full for all services and expenses." Section 13 required the pay-roll of the Board to be audited by the Governor and Council. Section 14 required that each member of the Board should have sole charge of the teachers' institutes in his county and should make a report to the Board, before the first Wednesday in May, of the result of his labors, of the quality of the teachers and the condition of the schools of his county, together with such other information as he may deem necessary and proper.

Article X contained sixteen articles and was devoted to "special provisions relating to the regulation and endowment of schools, and affecting the government and discipline of literary institutions." Section 1 provided that all forfeitures and penalties under this act should be recovered by indictment before any court of competent jurisdiction, the amount of the penalty to be paid into the treasury of the town where the same was incurred and the costs of prosecution to be turned into the county treasury. Section 2 provided that any town neglecting to expend the fines and penalties for the support of schools should forfeit an equal amount, to the use of any person who should sue therefor.

Section 3 provided that all moneys received for the sale of public lands shall be set apart for a common school fund, the interest to be distributed among the towns according to the number of children between four and twenty-one years of age in the town.

Section 4 specified that all the money received on the bank tax should be added to the school fund. Section 5 required the Secretary of State annually to report to the State Treasurer the number of children in each town. Section 6 required the State Treasurer, in the month of May of each year, to distribute to the several cities, towns and plantations the funds set apart for the support of schools, according to the number of children between four and twenty-one, provided, however, that no town should receive any part of the school fund, unless its returns were received by the Secretary of State on, or before, the tenth day of April. Section 7 required the Secretary of State to furnish the superintending school committees with blanks for making returns. Section 8 provided that the president of any college should be removable at any time at the pleasure of the trustees who elected him. Section 9 required that all fees for diplomas or medical degrees granted by any college should be paid into the treasury of said college and no part thereof should be received as a perquisite of any officer of the college. Section 10 provided that no inn-holder, tavern, boarding-house or livery stable keeper should give credit to students without the consent of the officers of the college or other literary institution. Section 11 provided that no license should be given to any person guilty of giving credit to students. Section 12 provided that if any person should, contrary to this provision, give credit to a student, he should forfeit a sum equal to the amount so credited. Section 13 prescribed a penalty for interrupting or disturbing schools. Section 14 made parents and guardians liable for all injuries done by a minor to school property. Section 15 provided that in the construction of this act, the word "town" should include "city" and "plantation," wherever consistent with the context. Section 16 provided that all provisions of the school law should apply as well to executions against school districts as against towns. Article XI contained three sections and treated of teachers' institutes. Section 1 provided for holding teachers' institutes for not less than ten working days, "said meetings to be

held annually in different sections of the county and not oftener than once in four years in the same or adjoining towns, except in those counties where suitable places cannot be obtained for said meeting." Section 2 provided that a sum not to exceed two hundred dollars should be expended for the support of each institute. Section 3 authorized the Governor to draw his warrant upon the treasury for a sum not exceeding twenty-six hundred dollars annually to meet the expenses of the institutes.

Article 12, consisting of one section, repealed by title all acts inconsistent with this act.

Chapter 233, of the public laws of 1852, extended the term for which school districts might borrow money, from five to ten years.

Chapter 243 of the acts of 1852 provided for the establishment of graded free schools by the union of two or more school districts. Chapter 268 of the same year specified that supervisors of schools should be elected annually. Chapter 293 of the public laws of 1852 is entitled "An act establishing a Commissioner of Common Schools in each county in the State." Section 1 of this act required the Governor and Council to appoint, annually, a Commissioner of Common Schools in each county of the State, to hold office for one year from the first day of May. Section 2 specified the duties of the Commissioner "to spend at least fifty days (during the term of the winter schools) in visiting the towns in his county, for the purpose of promoting, by addresses, inquiries and other means, the cause of common school education, and annually to make a report to the Legislature, of his doings under this act, of the character of teachers, and of the order and condition of the schools and schoolhouses in his county, together with such other information and suggestions as his experience and observation may enable him to offer, calculated to advance the cause of popular education," Section 3 forbade the School Commissioner to be interested, directly or indirectly, in the sale of school books under penalty of forfeiting his office and being ineligible to reappointment. Section 4 fixed the compensation of the School Commissioners at two hundred dollars per year "in full for all services rendered and expenses incurred." Section 5 required the Commissioners to be sworn. Section 6 is as follows: "All the sections of an act approved

August twenty-seventh, in the year of our Lord one thousand eight hundred and fifty, establishing teachers' institutes, a Board of Education and Secretary, and also all other acts and parts of acts inconsistent with the provisions of this act are hereby repealed." In accordance with the provisions of this act, the following named gentlemen were appointed as School Commissioners in their several counties, viz: York, R. A. Chapman, Biddeford; Cumberland, John M. Adams, Portland; Lincoln, Daniel Small, Thomaston; Hancock, Charles Jarvis, Ellsworth; Washington, Robert N. Smith, Calais; Kennebec, David Fales, Augusta; Oxford, William Frye, Bethel; Somerset, William M. E. Brown, Solon; Penobscot, Joseph Bartlett, Bangor; Franklin, A. B. Caswell, Farmington; Aroostook, George A. Nourse, Limestone; Waldo, Nathan G. Hichborn, Prospect; Piscataquis, Valentine B. Oak, Sangererville. Messrs. Chapman of York and Smith of Washington declined to accept, and Abner Oaks of Kennebunk and George F. Talbot of East Machias were substituted. Whatever work they may have done is unrecorded for no reports remain, if any were ever made. In 1853 the list of Commissioners appears as follows, viz: York, Caleb B. Lord, Limerick; Cumberland, John N. Adams, Portland; Lincoln, Joseph T. Huston, Bath; Hancock, Charles Jarvis, Ellsworth; Washington, George F. Talbot, East Machias; Kennebec, William B. Snell, Winthrop; Oxford, Mark H. Dunnell, Hebron; Somerset, Henry D. Wynian, Skowhegan; Penobscot, Henry B. Haynes, Bangor; Waldo, Edward H. Cutler, Belfast; Piscataquis, Ephraim Flint, Dover; Franklin, Eben F. Pillsbury, Kingfield; Aroostook, Jotham Donnell, Houlton. The system of County School Commissioners was hardly given a trial before the law establishing it was repealed.

By an act approved March 30, 1853, the amount to be raised and expended by towns for the support of schools was raised from forty to fifty cents per inhabitant, exclusive of all other funds for school purposes. This act also empowered any town to choose a supervisor of schools instead of a superintending school committee, if the town so desired. The age of truants was changed from "six and fifteen" to "four and twenty-one," thus bringing all persons enumerated as scholars under the penalties of the truant law.

Chapter 80 of the public laws of 1854 prescribed the method of assessing school taxes in districts formed of parts of two or more towns.

Chapter 89 of the public laws of 1854, by which the system of County School Commissioners was abolished and a State Superintendent of Common Schools appointed, is of so much importance that it is given entire.

An Act to provide for the appointment of a Superintendent of Common Schools and for county conventions of teachers.

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:

Section 1. There shall be appointed by the Governor and Council a Superintendent of Common Schools, who shall be duly sworn and whose term of office shall continue for three years from the first day of May next; and on the expiration of said term or the occurrence of a vacancy in said office by death, resignation or removal a new appointment shall be made for a like term of three years.

Sect. 2. It shall be the duty of the Superintendent to devote his time to the improvement of common schools and the promotion of the general interests of education in this State. He shall carefully investigate the operation of our common laws; collect information in regard to the arrangement of school districts, the location and construction of schoolhouses and the use of the best school apparatus; consult and advise with superintending school committees on the selection of text-books adapted to the wants of schools, and on the methods of ascertaining the qualifications of teachers, and of visiting and examining schools; inquire into the most approved modes of teaching, and the best means of training and qualifying teachers for their duties; examine the returns made by superintending school committees to the office of Secretary of State, and obtain from them such facts and statistics as may be useful, and, in general, procure information from every available source, for the improvement of common schools.

Sect. 3. It shall be the duty of the Superintendent, by correspondence with teachers, school officers and others, and by public addresses from time to time in different parts of the State, to disseminate the information he may have acquired, and endeavor to awaken a more general interest in public education.

Sect. 4. The Superintendent shall annually, prior to the session of the Legislature, make a report to the Governor and Council of the results of his inquiries and investigations, and of the facts obtained from the school returns, including such suggestions and recommendations as in his judgment will best promote the improvement of common schools.

Sect. 5. The Superintendent shall receive an annual salary of twelve hundred dollars, payable quarterly, and he shall render an account of his traveling and other necessary expenses to the Governor and Council, to be by them audited and paid out of the treasury of the State.

Sect. 6. The Superintendent shall prepare blank forms for all returns which are required by law, or which he may deem necessary to be made by school officers and teachers, and such blank form shall be printed and distributed by the Secretary of State.

Sect. 7. It shall be the duty of all superintending school committees, supervisors and district committees, whose annual reports shall be printed, to forward copies thereof to the Superintendent.

Sect. 8. The Superintendent shall hold annually, in each county, a teachers' convention, to continue in session one week at least; and it shall be his duty to give due notice of such convention to all teachers and persons proposing to become such, and to invite their attendance for the purpose of mutual consultation, discussion and instruction, and for that of receiving lectures and addresses on subjects relating to education and the duties of teachers.

Sect. 9. The Superintendent shall attend and have charge of each convention, and shall employ suitable instructors and lecturers to instruct and address those who may there assemble, with the view of aiding them in qualifying themselves for a better and more successful discharge of their duties as teachers.

Sect. 10. For the purpose of defraying the expense of the teachers' conventions, there shall be annually appropriated the sum of two thousand dollars, to be expended by the Superintendent; and he shall render to the Governor and Council an annual account of his expenditure of the said appropriation, to be by them examined and audited.

Sect. 11. The act entitled "An act establishing a Commissioner of Common Schools, in each county in the State," passed the twenty-sixth day of April, in the year of our Lord one thousand eight hundred and fifty-two, is hereby repealed.

Mr. Charles H. Lord of Portland was the first State Superintendent of Common Schools, having been appointed June 12, 1854. His report is a scholarly production, making thirty-six printed pages, and is devoted to an account of his visits to schools in various portions of the State and of his observations and experiences during those visits. The particular evils spoken of in the report are irregularity in attendance, want of interest on the part of parents, lack of discipline, incompetent teachers and improper classification. He recommended a normal school for the instruction of teachers and some means of awakening an intelligent interest on the part of parents. His report contains no tables nor statistics regarding schools or the expense of their maintenance.

Chapter 104 of the Public Laws of 1854 gave towns the right to determine the number and limits of school districts and, if necessary, to divide or discontinue any district or to annex it to any other district or town. These changes could only be made upon the written recommendation of the selectmen and superintending school committee of the town, who were constituted a committee for that purpose. Section 2 of this law raised the per capita tax from fifty cents to sixty cents exclusive of all moneys received from any other source for the support of common schools. Section 3 made it the duty of the school agent to expend the money apportioned to his district for the support of schools taught by instructors, duly qualified, in said district, within the year for which such agent was chosen. If the agent neglected or refused to expend the money as the law required, the municipal officers were empowered to appoint a special agent who should be sworn and should have all the powers and perform all the duties of the school agent for said district.

Sect. 4 authorized any city or town choosing a committee, with the powers of committees and agents, to elect one-third of such committee annually and for three years, instead of electing the whole committee annually as formerly. Section 5 gave school districts the right to elect a district committee in the same manner as was allowed to towns. Section 6 required the State

Treasurer to set apart all moneys received from the sale of school lands, to serve as a permanent school fund, the interest of which at six per cent. should be annually distributed among the several cities and towns in the State according to the number of inhabitants. Section 7 empowered towns to take land for schoolhouses if the owner refused to sell, and gave the selectmen, or mayor and aldermen, power to select a lot, not exceeding in quantity forty square rods, and at least ten rods from any dwelling-house, and to appraise the damages in the same manner as is provided for laying out town ways.

Section 8 provided that if the owner of the lot was not satisfied with the appraisal he might have the matter settled by a jury appointed by the County Commissioners. The land so taken should revert to the owner when it had ceased for two years to be used for school purposes.

In March, 1855, Mark H. Dunnell of Norway was appointed to succeed Mr. Lord as State Superintendent of Common Schools. Mr. Dunnell made a very carefully written report, followed by full statistical tables, also plans for schoolhouses and common school apparatus and extracts from the reports of superintending school committees of many of the cities and towns throughout the State. The following "summary of statistics relating to the Common Schools of the State for the school year ending April 1, 1855," is given in this report.

Number of towns in the State,.....	384
Number of towns that have made returns,.....	379
Number of towns that have made no returns,....	5
Number of organized plantations,.....	99
Number that have made returns,.....	62
Number that have made no returns,.....	37
Number of school districts in the State,.....	3,965
Number of parts of districts,.....	277
Number of children in the State between the ages of 4 and 21 years,.....	238,248
Number of scholars in the summer schools,.....	123,641
Average number in the summer schools,.....	91,894
Number of scholars in the winter schools,.....	142,220
Average number in the winter schools,.....	100,560
Mean average in summer and winter schools,.....	96,227
Ration of mean average to whole number,.....	.44

Number of male teachers,.....	2,559
Number of female teachers,.....	4,137
Average wages of male teachers per month, exclusive of board,.....	\$20 57
Average wages of female teachers per week, exclusive of board,.....	1 90
Average length of all the schools for the year,....	18.9 weeks
Amount of money raised by taxes for the support of schools in 1854,.....	\$333,019 76
Amount required by law,.....	281,148 00
Excess over amount required by law,.....	51,871 76
Amount of money received from State,.....	54,398 96
Amount received from local funds,.....	16,990 57
Amount expended for private schools,.....	23,843 00
Number of schoolhouses built the past year,....	128
Cost of same,.....	\$62,808 00
Aggregate amount expended for school purposes the past year,.....	491,060 29
Number of good schoolhouses in the State,.....	1,752
Number of poor schoolhouses,.....	2,088
Estimated value of the schoolhouses in the State,	\$870,005 00
Average amount of school money raised per scholar, .....	1 36
Amount received from the State per scholar,....	.30
Number of towns that have raised, as required in 1854, 50 cents per inhabitant,.....	292
Number of towns that have raised less than 50 cents per inhabitant,.....	75
Percentage of the valuation of 1850 appropriated to common schools, in mills and tenths,.....	.0034
Number of towns that have raised \$3.00 or more per scholar,.....	3
Number of towns that have raised \$2.00 and less than \$3.00,.....	23
Number of towns that have raised \$1.00 and less than \$2.00,.....	334
Number that have raised less than \$1.00,.....	22

During the year 1855 teachers' conventions were held in every county. These conventions in most instances continued

through five days. Sixty-nine public lectures were delivered at the evening sessions and much interest was manifested. The number of teachers in attendance at all of the conventions was 1,691.

Chapter 127 of the public laws of 1855 provided that superintending school committees should be entitled to all necessary traveling expenses. Chapter 128 stated that one-half of the fine for violation of the school laws in regard to disturbing schools should go to the complainant. Chapter 147, of 1855, directed municipal officers and school committees "annually to apportion ten cents of the sixty cents required to be raised" per inhabitant "in such manner as in their judgment shall give to the smaller districts a more equal opportunity of enjoying the benefits of common school education with the larger districts."

Chapter 154, of 1855, required towns to make all needful provisions concerning habitual truants. A resolve, approved April 9, 1856, authorized the Land Agent, under the advice and direction of the Governor and Council, to set apart a quantity of the public lands equal to twenty-four half townships, "to be reserved and applied for the benefit of common schools, and to be held in trust for that purpose only." This resolve provided for the sale of not more than one township each year, the proceeds to be appropriated as a permanent fund for the benefit of common schools, the interest of which fund should be annually distributed among the towns according to the number of scholars. Chapter 228 of the public laws of 1856 provided that when three school committee were elected at one time, they should at their first meeting designate by lot one member to remain in office three years, another two and the other one year. Chapter 230 of the laws of 1856 repealed the act passed in 1855 directing that ten cents of the sixty cent per capita tax should be distributed among the smaller districts.

J. P. Craig of Readfield, was appointed State Superintendent of Common Schools for the year ending December 31, 1856. From the statistics of his report the following items are taken, viz:

Whole number of children between 4 and 21,..	241,097
Average number in school for the year,.....	89,712
Average wages of male teachers per month,.....	\$21 96
Average wages of female teachers per week,.....	2 11

Aggregate expenditures for school purposes in  
the State,..... \$499,424 00  
Teachers' institutes were held during this year in every  
county.

By a resolve approved April 13, 1857, it was directed that twenty per cent. of all moneys accruing from the sale of the public lands should be added to the permanent school fund for the benefit of common schools. The State Superintendent was directed to prepare in pamphlet form a compilation of the laws relating to public schools for distribution among the school officers throughout the State. By a resolve approved March 6, 1857, the sum of three hundred and fifty dollars was appropriated from the State Treasury to be expended by the school committee of Oldtown for education among the Penobscot Indians.

Mark H. Dunnell was appointed State Superintendent in 1857 and remained in office until 1860, during which period there were no important changes in school legislation.

The first State teachers' convention ever held in Maine met in Waterville, on the 16th of November, 1859, and continued in session three days. The exercises consisted of lectures and essays upon educational subjects, followed by discussion. A State Teachers' Association was organized, officers were chosen, a constitution and by-laws adopted and provision made for an annual meeting.

Chapter 163 of the laws of 1860 gave towns the power to apportion ten per cent. of the per capita tax for the benefit of the smaller districts. Chapter 192 of the public laws of 1860 repealed the act providing for teachers' conventions. Section 1 of this act appropriated eighteen hundred dollars for that year and directed that thirty-six hundred dollars should thereafter be annually appropriated for the support of normal schools in connection with eighteen academies in the State. Section 2 provided that in each of these academies a normal school should be "kept" during the spring and fall terms, each term to be not less than eleven weeks, with suitable and qualified teachers and good accommodations for at least fifty pupils. Section 3 provided that a committee appointed by the trustees of each academy should examine in common school branches all pupils applying

for admission to the normal school, and if in their opinion two terms of instruction would fit the applicant to teach, they should give him or her a certificate of admission. Care was to be taken that an equal number, population considered, should be admitted from each town. Females were to have preference in the spring term and males in the fall term. Section 4 prescribed that each male student should pay, upon entering, one dollar, and each female student fifty cents per term in full for tuition for said term. Section 5 required the State Superintendent to visit each academy during each term of normal school, examine the course of study and character of instruction and make such rules for the management of the school as he saw fit. Section 6 reduced the salary of the State Superintendent from twelve hundred to one thousand dollars per year, with not exceeding four hundred dollars for expenses. The remaining sections provided that the trustees of the several academies designated should make full returns, at the close of each term, to the Secretary of State on blanks furnished by him and prepared by the State Superintendent. Also that in case any academy designated should decline or fail to accept the provisions of the act, the Governor, with the advice of the State Superintendent, should name some other academy in the same county. Also that former acts inconsistent with this act be repealed.

Mr. E. P. Weston was appointed State Superintendent in 1860 for the term of three years. The act providing for county normal schools was amended by Chapter 12 of the public laws of 1861. This act provided, first, that the two hundred dollars allowed each academy should be paid in installments of one hundred dollars each on the first day of May and November annually, on certificate of the State Superintendent that the law had been complied with. Second, each term of normal instruction should continue ten weeks. Third, the Superintendent should prescribe such qualifications for admission as would enable the students to pursue their subsequent course with uniformity and success and the committee should issue certificates of admission to those who passed a satisfactory examination. Fourth, each student was required to pay three dollars per term for instruction in the normal course. Fifth, in case the academy designated in any county should fail to fulfill the provisions of

the act, and no other school in the county be selected, the superintendent was authorized to hold a normal institute, not exceeding ten days, at any suitable place in the county, provided he was assured that not less than one hundred students desired to attend the institute; and he was allowed to draw the amount appropriated for the normal school of such county, to defray the expenses of said institute.

Chapter 55, of the public laws of 1861, gave districts maintaining graded schools the right to raise money by taxation for the support of such schools. It also raised the amount allowed the State Superintendent for traveling and other expenses from four hundred dollars to five hundred dollars per year.

During the same year the truant law was amended, making the age of compulsory attendance at school "between six and seventeen" and requiring towns to appoint one person instead of three to make complaint for violations of the truant law. Chapter 72 of the public laws of 1862 repealed the laws providing for county normal schools and made it the duty of the State Superintendent to visit the academic institutions when "consistent with his other duties" and "assist the teachers' classes there organized in acquiring a familiarity with the best methods of instruction and school management." Section 3 of this act is as follows: "With the view to the future establishment of one or more State normal schools which, in point of character, shall be worthy of the State and the age, the Superintendent is authorized to receive from any individuals or from the trustees of any institution, proposals for conducting the same, with offers of buildings, funds and apparatus, the same to be reported to the next Legislature for such action as the circumstances of the State and of the treasury may warrant."

Chapter 92, of 1862, reduced the amount allowed the State Superintendent for traveling and other expenses from five hundred dollars to two hundred dollars. Chapter 103, of 1862, repealed the provision of the school law allowing towns to choose a supervisor of schools and inserted in its stead a clause allowing the school committee to appoint one of their number who should have power to visit and examine schools and make the annual report. It struck out the clause requiring a schoolhouse to be "ten rods at least from any dwelling house." It made it the duty

of the superintending school committee to select a uniform system of text-books to be used in the schools of the town, and provided that a text-book once adopted should not be changed for five years unless by vote of the town. It also provided that the school agent should call a meeting of his district, annually, in the month of March or April, without a written application. Chapter 210, of the public laws of 1863, provided for the establishment of two normal schools. The term of office of Superintendent Weston having expired, he was reappointed, in 1863.

Chapter 217, of 1863, remitted to the banks of the State an amount of their State tax equal to the amount required to be paid to the United States by the law establishing the national banks. This remission took from the school fund over \$39,000. Chapter 339, of the resolves of 1864, directed the Land Agent to sell the lumber and timber upon "any township of land belonging to the State not already selected for the permanent school fund and not otherwise appropriated," "the proceeds of said sale of lumber and timber to be paid into the State Treasury for educational purposes." The Western State Normal School was opened at Farmington August 24, 1864. State Superintendent E. P. Weston resigned his office at the close of the year 1864 and Rev. Edward Ballard of Brunswick was in May, 1865, appointed to succeed him.

The amount of school fund derived from the bank tax continued to decrease, and to supply the deficiency the amount to be raised by the towns for the support of schools was increased from sixty cents to seventy-five cents for each inhabitant and any town neglecting to raise the required amount was by law deprived of its share of the State school fund. Each school agent was required to return to the school committee, in the month of April, annually, a certified list of the names and ages of all persons in his district from four to twenty-one years, as they existed on April first, excepting those coming from other places to attend any college or academy or to work in any factory or other business. In case the agent neglected to make the enumeration, the school committee were required to do it, the expense to be taken from the amount apportioned the district. The committee were required to return to the assessors, on or before the fifteenth of May, annually, the number of scholars in each school

district. Any district maintaining graded schools was allowed to raise for their support a sum not exceeding that received from the town. In order to increase the amount of money available for the common schools the Legislature passed a resolve in 1866, "That the residuary interest of the State in the public lands shall be applied in aid of the permanent school fund of the State."

In 1867, the State Teachers' Association held a meeting in Lewiston, the first for several years, and a renewed interest was awakened in the society. Chapter 77 of the public laws of 1867 allowed assessors of plantations organized for election purposes to take a census of the inhabitants at the expense of the plantation, as a basis for raising and expending school money. Chapter 81 amended the school laws, thereby making it the duty of the Secretary of State to forward blank returns and school registers to the several town clerks, to be by them delivered to the superintending school committee. Chapter 83 fixed the pay of school committees and supervisors at one dollar and fifty cents per day, and all necessary traveling expenses. Chapter 93 allowed districts to raise money and choose committees to build, buy or hire schoolhouses, and the assessors should assess the tax upon the polls and the estates in the district "including wild lands." Chapter 132 provided that when districts neglected to furnish necessary schoolhouses, the town might vote to do so at its annual meeting. Also that in districts not having any legal voters, the town should transact the business of the district and the school committee should perform the duties of school agents therein. By a resolve the Secretary of State was instructed to cause the school laws to be compiled and 8,000 copies to be printed for distribution. A normal school was, during this year, established at Castine.

In 1868 the per capita tax to be raised by towns for the support of schools was increased to one dollar for each inhabitant. A resolve was passed giving the sum of two hundred dollars to the Maine Educational Association, which was thus for the first time recognized by the Legislature. Another resolve directed the Land Agent within six months of the passage of the resolve to set apart the ten townships devoted to common school purposes by resolve of March 21, 1864. By far the most important

item of school legislation in 1868 was Chapter 221, which stated more definitely the duties of the State Superintendent of Common Schools and required that an office should be provided for him at the State House. This act was as follows:

"An Act to increase the efficiency of the State Supervisor of Common Schools."

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:

Section 1. The Governor and Council shall appoint a State Superintendent of Common Schools, who shall be duly sworn and continue in office three years, or during the pleasure of the Executive; and when a vacancy occurs, a new appointment shall be made for a like term.

Sect. 2. An office shall be provided for the State Superintendent at the seat of government, where he shall preserve all school reports of this State and of other States which may be sent to his office, the returns of the superintending school committees of the various towns, and such books, apparatus, maps, charts, works on education, plans for school buildings, models, and other articles of interest to school officers and teachers as may be procured without expense to the State.

#### DUTIES OF STATE SUPERINTENDENT.

Sect. 3. The duties of the State Superintendent shall be as follows.

*First*—To exercise a general supervision of all the public schools of the State, and to advise and to direct the town committees in the discharge of their duties, by circular letters and personal conference, devoting all his time to the duties of his office.

*Second*—To obtain information as to the school systems of other States and countries, and the condition and progress of common school education throughout the world; to disseminate this information, together with such practical hints upon the conduct of schools and the true theory of education as observation and investigation shall convince him to be important, by public addresses, circulars, and articles prepared for the press; and to do all in his power to awaken and sustain an interest in

education among the people of the State, and to stimulate teachers to well directed efforts in their work.

*Third*—To take such measures as he may deem necessary to secure the holding of a State educational convention once each year, with a view of bringing together teachers, school committees and friends of education generally, for the purposes of consultation with reference to the interests of common schools and the most improved method of instruction.

*Fourth*—In case sufficient encouragement is afforded by the citizens, to hold in each county once during each year a public meeting or institute for teachers and educators.

*Fifth*—To prepare and cause to be printed and distributed such portions of the proceedings of the county and State institutes of teachers' conventions as he may deem important in the furtherance of the interests of education.

*Sixth*—To prescribe the studies that shall be taught in the common schools of this State, reserving to town committees the right to prescribe additional studies.

*Seventh*—To act as Superintendent of the State normal schools, and perform the duties imposed upon the Superintendent of Common Schools by the ninth section of the act establishing normal schools.

*Eighth*—Annually, prior to the session of the Legislature, to make a report to the Governor and Council of the result of his inquiries and investigations, and the facts obtained from the school returns, with such suggestions and recommendations as in his judgment will best promote the improvement of common schools.

Sect. 4. The annual salary of the State Superintendent shall be eighteen hundred dollars, exclusive of traveling and other necessary expenses incurred in the discharge of his duties, for which he shall receive such sums as he may actually expend, to be approved by the Governor and Council, not, however, exceeding five hundred dollars, to be paid quarterly, on the first days of April, July, October and January.

Sect. 5. Sections sixty-two to sections sixty-nine, inclusive, of chapter eleven of the revised statutes, providing for the appointment of a Superintendent of Common Schools, and all acts and parts of acts inconsistent with this act, are hereby repealed.

On March 30, 1868, Mr. Warren Johnson was appointed State Superintendent of Common Schools. In his first report he emphasizes several causes which stood in the way of the complete success of the school system. The principal among these were the district system, the lack of school inspection, incompetency of teachers, the low rate of wages paid teachers and short terms of schools.

Several acts in the interest of education were passed in 1869. Chapter 13, of 1869, made it the duty of the State Superintendent to prepare and forward blanks and registers to the town clerks; and the school committees or supervisors were required to make their returns on the first day of May to the State Superintendent, who should ascertain the number of scholars in the several towns and furnish a list of them to the State Treasurer on the first day of July, and immediately thereafter the State Treasurer should apportion the school fund and notify each town of its proportion. No town should receive its proportion of the school fund until its returns were made. Chapter 50 provided a penalty of not exceeding five hundred dollars for the violation of the law in regard to change of text-books. Chapter 69 allowed cities to take land for schoolhouses in the same manner as towns. Chapter 74 made it the duty of the State Superintendent, on the written request of twenty-five teachers in any county to hold a teachers' institute in that county. An examination of teachers should be held at the close of the session and certificates granted of such grade as deemed best by the State Superintendent. The sum of four thousand dollars was appropriated to defray the expense of these institutes. Chapter 75 was as follows:

An Act for the establishment of County Supervisorships of schools.

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows:

Section 1. The Governor and Council shall appoint for each county, on the recommendation of the State Superintendent of Common Schools, one person as County Supervisor of Public Schools for each county, whose term of office shall continue three years, unless he be sooner removed by the Governor.

Sect. 2. It shall be the duty of the County Supervisor to visit the schools of his county as often as practicable, to note at such

visits in a book provided for the purpose, to be designated the "Supervisor's Visiting Book," the condition of the school buildings and outhouses, the efficiency of the teachers, the method of instruction, the branches taught, the text-books and apparatus used, and the discipline, government and general condition of each school. He shall give each such directions in the science, art and method of teaching as he may deem expedient, shall distribute promptly all reports, forms, laws, circulars and instructions which he may receive from, and in accordance with the direction of the State Superintendent, and in general shall act as the official advisor and constant assistant of the school officers and teachers in his county.

Sect. 3. He shall assist the State Superintendent in the organization and management of county institutes, and labor in every practicable way to elevate the standard of teaching and improve the condition of public schools in his county, by organizing town and county associations of teachers, and by personal efforts with pupils, school committees, teachers and parents.

Sect. 4. No County Supervisor shall act as agent for any author, publisher or book-seller, nor directly or indirectly receive any gift, emolument or reward for his influence in recommending or procuring the use of any book, school apparatus or furniture of any kind whatever in any public school in the State; and anyone who shall violate this provision shall be removed from office, and shall further forfeit all moneys due him from the State for salary and traveling expenses.

Sect. 5. The State Superintendent and the County Supervisors shall constitute a State Board of Education, of which the State Superintendent shall be *ex officio* Secretary, and said Board shall hold a session at the capital of the State at least once a year during the session of the Legislature, for the purpose of conferring with the legislative educational committee on matters pertaining to the common schools of the State, and to mature plans of operations for the following year, and in general to devise ways and means to promote and elevate the public schools of the State.

Sect. 6. The County Supervisor shall receive three dollars per diem for service actually performed in the discharge of his duties, and also reimbursement for traveling expenses necessarily incurred; said services and traveling expenses to appear in his

"working report," rendered quarterly to the State Superintendent for his inspection, and thence transmitted to the Governor and Council for their examination and approval; *provided* that the total annual expense for County Supervisorships shall not exceed the sum of sixteen thousand dollars.

The following named gentlemen were appointed as County Supervisors for the term of three years: Androscoggin, C. B. Stetson, Lewiston; Aroostook, W. T. Sleeper, Sherman; Cumberland, J. B. Webb, Gorham; Franklin, A. H. Abbott, Farmington; Hancock, Charles J. Abbott, Castine; Kennebec, W. H. Bigelow, Clinton; Knox, A. R. Abbott, Rockland; Lincoln, David S. Glidden, Newcastle; Oxford, N. T. True, Bethel; Piscataquis, W. S. Knowlton, Monson; Penobscot, S. A. Plummer, Dexter; Sagadahoc, D. F. Potter, Topsham; Somerset, G. W. Hathaway, Skowhegan; Waldo, N. A. Luce, Freedom; Washington, W. J. Corthell, Calais; York, Charles H. Milliken, Saco.

The State Superintendent issued the following instructions to the County Supervisors.

*1st, Preliminary.* Examine carefully the several requirements and provisions of the legislative act by which the office of County Supervisorship was established. A copy of this act has been sent you in circular No. 3.

*2nd, Preparatory.* Lay out your tour for visiting the several towns and districts in your department, while the schools are in session. Determine as nearly as possible the towns to be visited, and time of visitation, notifying the town committee of the same. If all the schools in the county cannot be visited in the same year, omit towns rather than districts, thus doing thorough work in each town. Make the required entries in "Visiting Book."

*3d, Inside Work.* Visit schools in company with the superintending school committee. Ascertain from teacher the classification of the school, order and length of recitations, kinds of charts, apparatus and text-books used, amount of truancy, and witness work of teacher in the regular and ordinary recitations. Take recitations into your own hands if desirable, to wake up pupils and to stimulate teachers. Make suggestions and improvements to teacher directly, or to the committee, as may be deemed politic and prudent.

4th, *Outside Work.* Hold a meeting of teachers, committees, and educators in every town visited, some day or evening of the week to communicate instruction and improved methods of teaching, to ascertain difficulties in the way of success, and in general for mutual consultation in the interests of common schools.

5th, Meet the people as often as possible in different parts of the county, for plain talk on various school matters, according to the wants of particular localities, such as "Better and larger School Houses," "Compulsory Attendance," "School District System," "Union of Districts," "Text-books," etc.

6th. Make frequent use of the county papers and the press generally. The press is most emphatically a power ready for every good work. A column of educational intelligence will indicate life in the educational body, and will exert a wide-spread influence through the community.

7th. Prepare fully for the annual County Teachers' Institute. Rouse teachers to an earnest desire for attending. Secure the required petition. Select place for holding the Institute. Provide accommodations for teachers; free for the ladies if possible, and in general, arranging for and managing the institute.

8th. Make quarterly returns of per diem and traveling expenses, and of the "Visiting Book." Make an annual report December 1, embracing at least the following points:

(a) A general review of work done during the year. (b) General condition of schools and schoolhouses, quality of instruction and educational interest among the people. (c) Of County Institutes and teachers' meeting, if any have been held. (d) Defects of school system in Maine, and recommendations applying thereto.

The foregoing directions will indicate a plan of operations for the whole State. Teachers will be provided for the annual County Institutes to be held between the first of August and the last of November. Supervisors will report at the earliest opportunity the most desirable time for holding the Institute in their respective counties, that notice may be issued and arrangements made accordingly."

From the excellent report of State Superintendent Corthell for 1876, which report has been of much assistance in making up this sketch, the following extract is made:

"The teachers' institutes, revived this year, were largely attended. Thorough preparation was made for them by the county supervisors. Twenty-nine institutes of one week each were held. Two thousand six hundred and fifty teachers attended. Examinations of teachers were held at the close of these institutes, and a graded certificate granted to all examined, showing the exact rank obtained by each.

A new impulse was given to the schools of the State by means of this new agency of inspection. The classification of the schools was greatly improved, the average number of classes being reduced from twenty-five to sixteen. The poorer and more incompetent teachers were driven from the business. A greater public interest in education was aroused. The demand for competent teachers was increased. Teachers were stimulated to new efforts, both to fit themselves for their work and to do better work."

In 1870 the first movement was made toward the abolition of the district system, by the passage of a law permitting towns to abolish the districts, and providing the way for the town to own all school property and manage all public schools. Another law authorized the committee or supervisor to employ teachers. Another empowered towns to purchase school books and loan them to the pupils or sell them at cost. The school week was fixed at five and one-half days and the school month at four weeks. School officers were empowered "to allow the school-house to be used for meetings of religious worship, lectures and other similar purposes."

Several changes in the corps of County Supervisors were made during 1870. C. J. Abbott, of Hancock, resigned and William H. Savary was appointed. G. M. Hinds was appointed in Knox County, vice A. R. Abbott, deceased. Amos H. Eaton was appointed in Somerset County, vice G. W. Hathaway, resigned. M. K. Mabry was appointed in Knox County, vice C. H. Milliken, resigned. By three several acts passed in 1871, cities and towns were authorized to make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools; school officers were empowered to endorse and make valid any graded certificates issued to teachers by normal school principals, County Supervisors or State Superintendent of common schools, and

towns were permitted to decide by vote, at the annual meeting whether the district agent or superintending school committee should employ teachers. Superintendent Johnson was reappointed in 1871 for a term of three years. D. F. Potter, Supervisor for Sagadahoc County, resigned and S. F. Dike of Bath was appointed in his place.

Important school legislation was enacted in 1872. Chapter 3 more clearly indicated how land may be taken for a school lot when the owner refused to sell or demanded an exorbitant price. Chapter 11 required State normal schools and schools having normal departments aided by the State, to make annual returns to the State Superintendent, on or before December first. Chapter 43 established the school mill fund for the support of common schools. This act directed that a tax of one mill per dollar should be annually assessed upon all the property of the State and should be paid into the State treasury and designated as the School Mill Fund and should be distributed July first, annually, to the several cities, towns and plantations, according to the number of scholars in each. All portions not distributed or expended should at the close of the financial year be added to the permanent school fund. Chapter 56 reduced the per capita school tax from one dollar to eighty cents per inhabitant. Chapter 67 repealed the act establishing County Supervisors of schools. Chapter 74 required savings banks to pay to the State Treasurer a tax of one-half of one per cent. on all deposits, to be appropriated for the use of schools. Chapter 77 changed the time of the distribution of the mill fund from July first to January first. Chapter 87 provided that when school agents are empowered by the town to employ teachers, they should give written notice to the committee or supervisor, when the school was to commence, whether to be taught by a master or mistress, and how long it was expected to continue. In 1873 the Governor and Council were instructed to withhold the portion of the school fund and mill tax from any town neglecting to raise and expend the school money required by law, or faithfully to expend the school money received from the State. The branches to be taught in common schools were defined. The items to be entered in the school registers were specified. The right of cities and towns to locate school lots was more clearly defined. A penalty for injuring or

destroying text-books was provided. An act in aid of free high schools was passed. By this act towns were empowered to establish free high schools and receive from the State "one-half the amount actually expended for instruction in said school, not, however, exceeding five hundred dollars from the State to any one town."

In 1874 State Superintendent Johnson was reappointed for a term of three years. A fine was provided for defacing school-houses. It was specified that the ten per cent. of the school fund allowed to be given small districts should not apply to free high school fund. Some changes were made in the free high school law.

In 1875 the percentage of school money allowed to be apportioned to small districts was raised from ten per cent. to twenty per cent. Towns were allowed to draw State aid for free high schools semi-annually. The act establishing teachers' institutes was abolished. The State Superintendent was instructed to cause the school laws to be compiled and five thousand copies printed and distributed. Every child between the ages of nine and fifteen years was required to attend school at least twelve weeks in each year unless excused by the school officers.

In 1876, the towns were made responsible for the faithful expenditure of the school fund. Chapter 68, of 1876, required municipal officers to make sworn returns of all amounts received and expended for school purposes. Blanks were to be furnished by the State Superintendent and no town could receive its share of the school fund until its fiscal returns were properly made. Some slight amendment was made to the free high school law, and school agents were required to make oath to their lists of scholars. In 1876, W. J. Corthell was appointed State Superintendent of Schools.

In 1877, the law allowing districts to raise money for graded schools was slightly amended and by an act approved February 8, 1877, it was provided that no money appropriated to the use and support of public schools should be paid from any city, town or plantation treasury, for schools, except upon the written order of the municipal officers and no order should be drawn except upon receipt of a properly avouched bill of items.

By an act approved Feb. 9, 1878, it was provided that no town or plantation which neglected to raise the amount required by

law for the support of schools should, during that year, receive any part of the State school fund. An additional normal school was established in 1878 at Gorham. Mr. Corthell resigned his position as State Superintendent and accepted the place of principal of the new normal school, and N. A. Luce was appointed to succeed him. Mr. Luce entered upon the duties of his office December 31, 1878 and served until the next April, when, owing to a political change in the State administration, he was removed and was succeeded by Mr. Edward Morris of Biddeford. In February, 1880, the political character of the administration having again changed, Mr. Morris was removed and Mr. Luce reappointed. In 1878 the Madawaska training school for teachers was established and the towns in the "Madawaska territory," so called, were exempted from raising the per capita tax of eighty cents for schools and a special sum was named for each town or plantation to raise.

By an act approved February 20, 1879, the Governor and Council were authorized to send such deaf mutes as they deemed fit subjects for instruction, at the expense of the State, to the American Asylum at Hartford, Conn., or the Portland School for the Deaf. Chapter 131, laws of 1879, provided that the Free High School act of 1873 and the act of the same year enabling academies to surrender their property to towns in favor of free high schools, should be suspended for one year. Chapter 146, of 1879, entitled "An act in relation to Free High Schools," is as follows: "Any town may establish and maintain not exceeding two free high schools, and may raise money for their support." By these two acts it will be seen that the State aid to free high schools was temporarily withdrawn.

In 1880 the first move towards consolidation of schools was made. Chapter 181, of 1880, provided that when a board consisting of the municipal officers and the school committee, or supervisor, considered that the number of scholars in any district was too few for the profitable expenditure of the money apportioned to that district, they might suspend the school and expend the money in an adjoining district and might use one-half the money due the suspended school for conveyance of the scholars to and from school in the adjoining district. This law, together with the law already upon the statute books allowing towns to abolish the school districts and assume the management

of all public schools in the town, was a long step towards the complete abolition of the district system. Formerly the school district had been the ultimate unit of power in regard to the management of schools and its authority was well nigh supreme. But the handwriting was upon the wall and the old district system was destined to give way to the better methods demanded by advanced ideas upon the subject of school management.

By chapter 229, of 1880, the free high school system, with State aid, was restored, the maximum amount allowed any one town from the State being reduced from five hundred to two hundred and fifty dollars. These two important acts completed the legislation of 1880 in regard to schools.

In 1881, the Maine Pedagogical Society was incorporated "for the purpose of promoting the interests of education and work of instruction in this State." Chapter 24, of 1881, gave school committees and supervisors the power to close the school in any district "on account of any contagious disease or other good reason." This act was another severe blow to the power and authority of school districts. Chapter 27, of 1881, made women eligible to the office of supervisor of schools or of superintending school committee. By a resolve the sum of eight hundred dollars for each of the years 1881 and 1882 (the State having adopted biennial sessions of the Legislature) was appropriated for the expenses of teachers' meetings "one meeting or more to be held in each county in the State."

In 1883 the first act passed by the Legislature provided that "A plan for the erection or reconstruction of a schoolhouse voted by a town or a district shall first be approved by the superintending school committee." Chapter 101, of 1883, provided that in towns which had abolished the district system, the location of school houses should be designated by vote of the town "at any town meeting called for that purpose." Chapter 129, of 1883, required school committees to make sworn returns of free high schools before the first day of June in each year. Chapter 187, of 1883, provided that, in towns or cities that had abolished the district system, the school committee, or supervisor, should determine the time of commencement and duration of the schools. Chapter 240, of 1883, stated that the school week should consist of five days, (formerly five and one-half) and the school month of four weeks.

In 1885 an act to facilitate the abolition of school districts was passed and the manner in which the town should assume possession of the school property specified. Towns were authorized, in addition to the twenty per cent. allowed on school money raised by the town, to apportion to the smaller districts twenty per cent. of all school money received from the State, except that received in aid of free high schools. Schoolhouses of one story were exempted from the law requiring inner doors to open outward. Chapter 267, of 1885, entitled "An Act relating to scientific temperance instruction in public schools," provided that, in all schools supported by public money or under State control, instruction should be given "in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system." No certificate should be given any teacher who had not passed a satisfactory examination in this subject.

In 1887 a more stringent compulsory attendance and truant law was enacted. This law required that children between the ages of eight and fifteen years should attend some public school for at least sixteen weeks annually unless equivalent means of education were otherwise furnished. Cities and towns were required to elect truant officers to enforce the law, under penalty for neglecting so to do, of from ten to fifty dollars. Boys who were habitual truants should be committed to the State Reform School. The "Labor law" enacted the same year, provided that no child under fifteen years of age should be employed in any factory, except during vacations of schools, unless he had attended school sixteen weeks during the preceding year. Chapter 100, of 1887, specified more distinctly what the course of study should be in free high schools and also provided the manner in which pupils from without the town might be admitted to these schools. The law allowing towns to apportion twenty-five per cent. of the school money received from the State to small districts was repealed at this session.

In 1889, towns were authorized to contract with any academy or high school for the tuition of their scholars and to receive the same aid from the State as if they had established a free high school within the town. Towns were allowed, by vote on an article in the warrant calling any legal meeting, to employ the supervisor of schools to teach in the town and fix his compensa-

tion. In such case, a certificate should not be required. Music was added to the course of study in free high schools. Towns were allowed to raise money for the support of evening schools. The most important law in relation to schools passed in 1889 was the free text-book law. Formerly it was optional with towns to provide books, but this law changed the word "may" to "shall," thus providing that "Towns shall provide school books for the use of pupils in the public schools, at the expense of said town, and all money raised and appropriated for that purpose shall be assessed like other moneys." School committees were required to make necessary regulations for the distribution and preservation of school books and appliances furnished by the town.

In 1891, it was enacted that all teachers in the public schools should devote not less than ten minutes of each week of the school term to teaching the principles of kindness to birds and animals. Also that "the elements of the natural sciences, especially as applied to agriculture," should be taught in the schools.

In 1893, the age of pupils allowed to attend the public schools was fixed between the ages of five and twenty-one years. The powers and duties of truant officers were more clearly defined. Scholars living at lighthouse stations, not included in any school district, were allowed to enter any school in the State without paying tuition. The most radical school legislation enacted at the session of 1893 was "An Act to abolish school districts and to provide for more efficient supervision of public schools." More than 150 towns in the State had voluntarily abolished the districts and adopted the town plan of management of schools and the advantages of this change were so apparent to the majority of the educators of the State that it seemed that the time had come when public opinion would sustain a law making this abolition compulsory and general throughout the State. Much discussion followed the introduction of the bill in the Legislature and a most exciting contest was waged against it. In the end, however, the friends of the town system prevailed and the act received a passage. A course of study was provided for the common schools and, in a large percentage of the rural schools in which it has been adopted the work has been conducted upon a more methodical plan and has been attended with gratifying results. The law of 1893 provided that "the

management of schools and the custody and care of all school property in every town shall devolve upon a superintending school committee consisting of three, five or seven members in each town, as the town may elect, who shall be chosen by ballot at the annual meeting, said committee shall have power to fill vacancies occurring during the interim between annual meetings and shall annually elect one of its members supervisor of schools, who shall be, ex officio, secretary of the committee, shall make the annual enumeration of scholars required by law and shall examine the scholars and inquire into the regulations and discipline thereof and the proficiency of the scholars, for which purpose he shall visit each school at least twice each term. He shall make all reports and returns relating to the schools of the town \* \* \* and perform such other duties as said committee shall direct. Provided further, that in case the town so authorize, in lieu of the supervisor herein provided for, a superintendent may be elected who may or may not be a member of the committee. Said committee shall serve without pay, but the supervisor or superintendent by them elected, shall receive for his services such sum as the town shall annually vote therefor, which sum shall in no case be less than two dollars per day for every day of school service."

In 1895 this law was amended so as to require the committee to "elect a superintendent of schools who may or may not be a member of the committee." His powers and duties are the same as in the law of 1893. The text-book law was amended so as to allow parents to provide their scholars with books for their separate and exclusive use if they wished so to do. It was also provided that whenever there should be in any unincorporated township two or more children of school age residing within three miles of a school in any adjoining town or plantation, the school officers in said adjoining town might enumerate and they should have the right to attend school in that town. The Treasurer of State was directed to pay to the treasurer of the town where these scholars were enumerated and schooled, the interest on the reserved land fund of the unorganized township not to exceed three dollars for each child.

In 1895, provision was made for the State examination and certification of teachers. Graded certificates should be given to those who passed a satisfactory examination, indicating the

grade of schools which the person named is qualified to teach. School officers must accept these certificates in lieu of the personal examination required by law. A sum not exceeding five hundred dollars per year was allowed for the expenses of the examination. In 1895, Hon. N. A. Luce retired from the office of State Superintendent and W. W. Stetson of Auburn was appointed to succeed him.

In 1897, several laws were passed in relation to schools. Chapter 237 changed the title of State Superintendent of Common Schools to "State Superintendent of Public Schools." Chapter 260 provided that towns should pay the expense of textbooks, apparatus and appliances for the use of schools, including free high schools also repairs, insurance and improvements upon school grounds, out of money raised for that purpose and not from the school fund. Chapter 264 required all educational institutions receiving State aid to report annually to the State Superintendent of schools. Chapter 273 directed the State Superintendent to furnish the school officers of towns proper blank books for keeping itemized accounts of all receipts and expenditures, which books should remain the property of the State. Chapter 286 amended the law in regard to education of children in unorganized townships. It was made the duty of the State Superintendent to cause an enumeration of the children to be made out and returned to him and to provide for the schooling of the children, either by establishing a school in the township or by sending the children to schools in adjoining townships, or both, as he deemed expedient. If the interest on the reserved fund of the township was not sufficient to pay the expense of at least twenty weeks schooling each year, the State Treasurer was directed to pay the same sum per scholar as was apportioned to scholars in organized towns. The inhabitants of the township so aided were required to pay to the State Treasurer twenty-five cents for each inhabitant before receiving any aid from the State. Chapter 289 required town superintendents to furnish such information as the State Superintendent should at any time require. Chapter 295 provided that any school that failed to maintain an average of eight pupils for the year should be discontinued, unless the town voted to continue it. The superintendent of schools in each town was directed to procure the conveyance of all pupils to and from the nearest school when the pupil resided

at such a distance as to render such conveyance necessary. As the law did not state who should decide whether or not conveyance was necessary, much friction was caused. Chapter 296 allowed towns having not less than twenty-five or more than fifty schools to unite in the employment of a superintendent. When a union of towns had raised by taxation a sum not less than five hundred dollars for the support of a superintendent of schools, the State should pay to each town in the union, one-half the amount expended for superintendence up to a maximum of two hundred and fifty dollars to any one town or of seven hundred and fifty dollars to any union of towns. Persons employed as superintendents under this act must hold a State certificate and devote their entire time to superintendence. Chapter 299 made it necessary for candidates for admission to free high schools to be examined before entering, and amended the course of study by adding "the studies which are taught in secondary schools." Chapter 321 gave school committees power to fill vacancies in the office of truant officer.

In 1899 the law in regard to conveyance of scholars was amended by a clause requiring conveyance to be furnished when "in the judgment of the superintending school committee" it was necessary. School officers were allowed to pay the board of scholars near any school, instead of furnishing conveyance if they deemed it feasible to do so. The Governor and Council were authorized to withhold the State school fund from towns neglecting to raise and expend the school money required by law or to examine teachers, have instruction given in subjects prescribed by law, or to furnish suitable text-books. A most stringent truant and compulsory education law was passed in 1899. This law required every child, between the ages of seven and fifteen, inclusive, to attend some public school during the time the school is in session unless excused by the school officers. All persons having children under their control were required to cause them to attend school as required by the law, under penalty of a fine of not exceeding twenty-five dollars for every offense or of imprisonment not to exceed thirty days. Any child who should be absent, without sufficient excuse, six or more times during any term should be deemed an habitual truant and if, after due admonition, the truancy was continued, the child, if a boy, might be committed to the State Reform School and if a

girl, to the State Industrial School for Girls, or to any truant school that may hereafter be established. Any person having control of a child who is an habitual truant and who shall in any way be responsible for his truancy, shall be subject to a fine not exceeding twenty dollars or to imprisonment not to exceed thirty days. Cities and towns were required to elect truant officers, under a penalty for neglect of from ten to fifty dollars. An act to provide for the schooling of children in unorganized townships was passed, all other acts for this purpose being thereby repealed. By this act, the State Superintendent was required to cause an enumeration of the children in all unorganized townships having two or more children of school age, and to provide for their schooling, either by establishing schools upon the township or by sending them to schools in adjoining towns. No township can have the benefit of the act until the inhabitants shall pay to the State Treasurer a sum equal to twenty-five cents for each inhabitant. The State Superintendent should have the power to appoint agents for the several townships in which schools were established, whose duty it should be to enumerate the scholars, collect the per capita tax, employ the teacher and attend to all necessary details, for which work he should be paid not to exceed two dollars a day when actually employed and regular traveling expenses. When the interest on the reserve fund and the amount of the per capita tax of twenty-five cents was not enough for the expense of any school for at least twenty weeks in a year, the remainder of the expense should be paid from the fund appropriated by this act, which fund was an appropriation of fifteen hundred dollars annually.

The Free High School act was amended by making the school committee, with an equal number of the board of trustees of any academy receiving scholars by contract with the towns, a joint committee for the election of all teachers and for the arrangement of the courses of study when such academy has less than \$10,000 endowment.

Provision was made for the education of blind children at the Perkins Institute for the Blind at South Boston, Mass., and the provision of law for the schooling of deaf children was repealed.

## FREE HIGH SCHOOLS.

The free high school system of Maine was established to furnish instruction in secondary school studies, at public expense. Under the provisions of the law of 1873, any town raising and expending funds for the maintenance of a school or schools giving free instruction in academic studies to the children found competent therefor would be reimbursed for the expenditure so made to the extent of one-half the amount paid for teachers' wages and board, provided that no town should be paid a sum exceeding \$500.00.

When towns failed to make provision for the support of high schools, the districts might maintain such schools, and receive State aid. When supported by towns, they were under the sole control of the town's school committee. When supported by districts, they were under the joint control of a board consisting of the town's school committee and the agent, or agents, of the districts maintaining them.

In 1875, such schools were organized in 157 of the 421 towns. In 1879, the Legislature passed an act suspending for one year, the operation of the law under which these schools were maintained. In 1880, the Legislature provided that instruction in the ancient and modern languages should not be given in any school which was aided by the State, except in such schools as formed a part of a graded system. The maximum amount of State aid annually payable, was in 1880, reduced to \$250. Penalties were also provided for any attempt to defraud the State under this law. Subsequent amendments were made in 1887, 1889, 1893, and 1897, providing that towns may contract for the free tuition of pupils in the high schools of other towns, or in academies, allowing the organization of free high school precincts for the purpose of maintaining schools under the same provisions as applied to school districts before their abolition, and making more strict the examination of candidates for admission to these schools and defining the course of study to be pursued in them. This course of study included ancient and modern languages, when prescribed by the superintending school committee. Since 1880 the growth of the system has been such that the number of towns in which free high schools are maintained increased from 157 in 1875 to 256 in 1898.

The law raising the grade and requiring all applicants for admission to free high schools to be examined had the effect to discontinue a number of schools which were high schools in name only, so that the number in 1899 was reduced to 220 and in 1900 to 214. While the number of free high schools was thus reduced, their rank as secondary schools was much advanced and in many of them pupils are now fitted for college.

#### NORMAL SCHOOLS.

In 1860, normal departments were established by the Legislature in eighteen academies, but the experiment not proving satisfactory they were discontinued in 1862.

In 1863, the Western State Normal school was located at Farmington and the first session opened on the 24th of August; 1864. During this term the number of students enrolled reached fifty-nine, from thirteen of the sixteen counties of the State. The school was placed under the joint control of the Governor and Council and the State Superintendent of schools. In 1873 the control was transferred to a board of trustees, of which the Governor and State Superintendent were, *ex officio*, members. Upon the establishment of the school the trustees of Farmington Academy transferred to the State in money, building and lot, property to the amount of \$12,000. Of this \$4,900 was in money, which sum with several thousand dollars furnished by the State, was expended in the erection of the present buildings. In 1867, the sum of \$4,500 was appropriated for the payment of money expended by the trustees, thus giving the State full ownership of the property. In 1869, an appropriation of \$2,500 was made for the completion of the building. The appropriation was made from a fund arising from the sale of lands set apart for the normal schools. In 1870, the sum of \$1,000 was expended on the buildings and a steam-heating apparatus was added at a cost of \$2,000. In 1873, the sum of \$3,500 was appropriated for apparatus and library and cases for the same, for repairing the roof and fencing the grounds. In 1875, there was an expenditure of \$400 for chandeliers and apparatus, and in 1876, an unexpended balance of the normal school fund, amounting to \$1,018, was appropriated for additional heating apparatus, a transit, a spectroscope and for additions to the library. Ambrose P. Kelsey, the first principal of the school, resigned in 1865 and

was succeeded by George W. Gage who resigned in 1868. Mr. Gage was succeeded by Charles C. Rounds and he in 1883, by George C. Purington, the present principal. The original school building has given place to an entirely new and much larger structure, thoroughly modern in arrangement, furnishings, ventilation and sewerage, and of a most attractive style of architecture.

EASTERN STATE NORMAL SCHOOL, CASTINE, ME.

This institution was opened very modestly and quietly on the 7th of September, 1867, with but thirteen pupils. Mr. G. T. Fletcher was its first principal. The town of Castine had manifested its interest in the establishment of the school by the loan of an excellent building, completely furnished, for the use of the school for a period of five years. At the close of the school year, in May, 1868, public examination exercises were held. These exercises were so satisfactory as to attract public attention, and the second school opened in August, 1868, with 51 pupils in attendance. At the close of the school year in May, 1869, the attendance had reached 81 and the first class of eight pupils was graduated. The number of pupils continued to increase and at the close of the fourth year, 140 pupils were in attendance. It now became evident that a building adequate to the needs of the school must be supplied at once. The town of Castine gave a lot of land and the Legislature appropriated \$20,000 for the erection of a school building, which was begun in the summer of 1872 and completed in January, 1873, and dedicated with appropriate exercises on May 21st of that year. An appropriation of \$5,000 was afterwards made for furniture, library, apparatus, and improvements, and the new school found itself comfortably housed and equipped. The building has since been enlarged by an extension of the main building to the rear, furnishing space for a large model schoolroom in the lower story and for library, teachers' rooms and large classroom in the upper portion of the addition. The grounds have been graded and rendered attractive by laying out walks and planting shade trees. Adequate systems of sewerage, heating and ventilation have been provided. Extensive repairs and improvements have also been made in the main assembly room and classrooms, including steel ceilings, tinted walls, slate blackboards, etc. Mr.

Fletcher continued as principal until 1879, when he was succeeded by Mr. Roliston Woodbury who held the position until his death, in 1888. Mr. Albert F. Richardson was then appointed and has continued to hold the position until the present time.

#### GORHAM NORMAL SCHOOL.

In 1878, the Legislature made provision for establishing a third normal school at Gorham. The town and citizens of Gorham presented the State with a school building, furnished and ready for occupancy, and the trustees of Gorham Seminary gave a dormitory, with its furnishings and library. The value of these buildings, including land, was fully \$40,000. The first school was opened January 29, 1879, with a class of 85 pupils, 45 of whom were awarded diplomas at the end of the year. Since that time the originally extensive and finely located grounds have been graded and adorned with shrubbery and trees, a system of sewerage has been constructed and the largest and best arranged and furnished dormitory in New England has been erected to supply the place of the one destroyed by fire in 1894. Repairs and improvements have been made in the assembly and classrooms, including steel ceilings, slate blackboards, physical apparatus, etc. The lot on which the dormitory is built was presented to the State by Mr. Dana Estes of Boston, of the firm of Lauriat & Estes, and is one of the finest sites in the village. Hon. W. J. Corthell has been the principal of this institution since its establishment.

#### MADAWASKA TRAINING SCHOOL.

In 1878, the Legislature made provision for the establishment of a training school for teachers among the French speaking people of northeastern Maine. These residents upon the banks of the upper St. John were, for a large part, descendants of the original Acadians, who, escaping from Grand Pré at the time of the cruel dispersion of that colony by the English, in 1755, had made their way up this magnificent river and made homes for themselves on the broad and fertile intervale along its banks. Their numbers had from time to time been increased by emigrants from Canada and there grew up a large French population in this frontier portion of the State, who retained the language, manners, customs and religion of their ancestors.

The trustees of the State Normal Schools were authorized "to establish and maintain for a term of not less than six months in each year, two schools in the Madawaska territory, so called, for the purpose of training persons to teach in the common schools of said territory." The first half year was taught at Fort Kent and the second term at Van Buren. The same teachers were in charge of both schools. At Fort Kent, the school was held in the village school building; at Van Buren, in a partially finished building furnished with rough seats and study tables. At the former place the attendance was forty-nine and at the latter thirty-four. Such were the humble beginnings of an institution whose work and influence were destined greatly to exceed the fondest hopes of those who were instrumental in founding it. In 1887, the school, though still called the Madawaska Training School, was permanently located at Fort Kent, where a two-story school building and a two-story dormitory have been erected at a cost of \$20,500. The school building contains, on the first floor, a main schoolroom, 40x50 feet, finished in native spruce, with tinted walls, and provided with modern furniture. Connected with this room are three commodious recitation rooms. On the second floor is a hall of the same dimensions as the main schoolroom, with seating capacity for 300 persons. It has a stage 18x26 feet, connecting with two convenient dressing-rooms. In the rear of the hall is an unfinished room which, it is hoped, will eventually be used for a manual training department. The building is well lighted, heated and ventilated. The dormitory will accommodate 100 students. It is so managed that pupils may board themselves or be boarded at a minimum cost. Both buildings are heated by furnaces and are supplied with pure water on each floor and have also a complete system of sewerage, connecting with bathrooms, laundries, lavatories, water-closets and kitchen. Mr. Vetal Cyr was principal of the Madawaska Training School from its establishment until his death in September, 1897, since which time Miss Mary P. Nowland has had charge of the school.

The course of instruction in the normal schools, as originally established, covered two years, with the exception of the school at Gorham, which at first had a course of one year, but, at the end of the first year, the course in this school was changed to the plan adopted by the other schools. In 1881, the trustees were

authorized to provide for a three year course and an additional year of advanced study was added to the course at Farmington. Comparatively few pupils took advantage of this course. In 1895, the Legislature authorized the trustees to extend the course of study over three or four years and, in accordance with the authority so conferred, there was an advanced course of one year in all the schools.

Beginning with the school year 1898-9, the standard of admission to the schools was raised to include examinations in simple equations in algebra, physiology and hygiene, and the common school branches. In 1899, the trustees provided for the admission, without examination, of persons holding State certificates, graduates of colleges and graduates of secondary schools having a four years' course which fit students for Maine colleges. They further made provision that candidates for admission might take their examinations at the times and places appointed for the examination of candidates for State certificates.

#### TEACHERS' INSTITUTES AND SUMMER SCHOOLS.

There are certain general agencies which belong to every well organized public school system. Teachers' institutes and summer schools come under this classification. The work of the former is more general and popular in character and purpose than that of the latter. The summer school is more systematic in the order of its work, because it is of longer duration than the institute. It gives instruction in principles and methods of teaching, and in the more general subjects of instruction found in the schools, such as music, drawing, nature study, physical culture, English and the common school branches. The sessions usually extend through two weeks of the summer vacation. When this movement becomes a permanent agency in the school system, the instruction can be so planned as to require a series of annual sessions to complete it. It then may be made to correlate with the work of the normal schools in such a manner as to give those who have taken a complete course special privileges in entering the normal schools.

When the Legislature of 1875 assembled, there was on the statute books a law enabling the State Superintendent of schools to hold in each county one or more teachers' institutes of five

days each, for which purpose the sum of \$4,000 was annually appropriated. This law had been in effect six years. During the first three years of its operation a system of County supervision existed in Maine, the County Supervisors acting as local agents of the State Superintendent and assisting in the work of organizing and conducting these meetings. In 1872, the law providing for county supervision was repealed, and in 1875 the law establishing institutes shared the same fate.

From 1875 to 1881, no provision was made by which the State Superintendent could come in professional contact with the teachers. In 1877, the State Superintendent called to his assistance the principals of the two normal schools, and with their aid held a series of one-day conventions in all the counties of the State. The interest manifested in these meetings gave evidence of the need that something be done in this direction. In some counties the teachers organized county associations, but they were of short life and not especially efficient.

In 1881, the Legislature appropriated \$800 to enable the State Superintendent to hold for two days each, one or more meetings or conventions in each county. During the fall of 1881, twenty-one such meetings were held, and were attended by about 1,200 teachers and school officials. Teachers' associations were organized in connection with these meetings, and with few exceptions they are in existence at the present time.

In 1885, after four years of experimental work, these county associations were made a permanent part of the State educational machinery by an act of the Legislature providing for their maintenance by the State and management by the State Superintendent of schools. Under this act teachers were authorized to close their schools for two days in each year for the purpose of attending these meetings, without forfeiture of wages. The law has been made more efficient by increasing the amount annually appropriated for the support of these associations. The attendance has constantly grown and public interest in them has come to be such that the largest assembly rooms are required to accommodate the attendance at most of the sessions.

The teachers' summer school in Maine had its origin in the work of the county associations. In 1891, the Piscataquis County Association, at its annual meeting, took steps looking toward holding its next annual meeting in the summer instead

of the fall, and for a period of one week instead of two days. Specialists were secured to give instruction in vocal music, drawing, physical culture, pedagogy, arithmetic, history and geography. The school was in session at Foxcroft for one week. More than a hundred teachers were enrolled, and the wisdom of the movement was fully vindicated. The work of this school was so satisfactory that before its close, arrangements were made for holding, during the ensuing summer, another session at the same place and with the same instructors. The second meeting was even more successful than the first, and for the following year, arrangements were made for a term to extend through two weeks. In 1894, two other schools of one week each, were held, the first being at the Chautauqua Campground at Fryeburg, and the other at the Methodist Campground at Northport. The attendance at Foxcroft for the third year aggregated nearly 200. The work it did and the favor it received, resulting in making an earnest effort to secure legislative provision for establishing these schools at different localities throughout the State.

The Legislature of 1895 passed a resolve giving the State superintendent authority to establish and maintain annually not less than three summer schools, and made an appropriation for their support in the years 1895 and 1896. Like appropriations for the same purpose were made by the legislatures of 1897 and 1899. From the beginning the work has been systematic and constructive, embracing such instruction as is fitted to qualify teachers to direct rightly the mental, physical and moral education of their pupils. The course extends through four annual sessions of two weeks each. To hold teachers to continuous attendance, certificates are granted to all who attend two-thirds of any session. To teachers attending four annual sessions, diplomas are awarded. The schools are not permanently located, but are established at places where it is found that the largest number are disposed to avail themselves of their privileges. But three sessions have as yet been held at any given point with the exception of Foxcroft. The change of the location after three years has for its purpose the bringing of teachers into wider relations with their fellows than they would naturally be brought into, otherwise. It has also the purpose to make these schools a permanent part of our public school system, and it is hoped that their work can be so arranged as to be brought into close relation both with the county

institute and the normal schools. These three agencies have already assumed important places in our system, the two former being feeders for the latter. The young teacher often receives at the institute or summer school the impulse which carries her into our higher institutions of learning. Even teachers of extended experience have been stimulated to fit themselves better for their work, because of attendance upon some of these meetings. During the past five years summer schools have been held in Foxcroft, Northport, Fryeburg, Orono, Newcastle, Machias, Saco, Turner, Houlton, Pittsfield, Ellsworth, Lincoln, Norway, Waterville, Presque Isle and Fort Kent. The attendance has been quite as large as could profitably be handled, and has averaged about one thousand teachers each year.

#### ACADEMIES.

The history of the New England academy goes back over a period of 136 years. The old Boston Latin school, founded by Rev. John Cotton in 1635, is the first of the secondary schools established in New England. Other schools, more or less pretentious, had an existence in the 17th century but it was not until the century following that the academy proper came into existence. In 1761, Governor Dummer bequeathed his mansion and 330 acres of land in Byfield, Mass., to found an academy, and Dummer academy was opened in 1763, under the noted Master Moody. In 1780, Samuel Phillips founded the famous Phillips Andover Academy and in 1781, his uncle, John Phillips, founded the equally famous Phillips Exeter Academy in New Hampshire. In 1791, two academies were founded in what is now the State of Maine, one at Hallowell and the other at Berwick. In 1792, Fryeburg Academy and Washington Academy at East Machias were founded and Portland Academy followed in 1794. Of these five earliest of Maine academies, three, viz: Berwick, Fryeburg and Washington, are still in existence, after an honorable career of more than a century. Twenty-five academies had been incorporated in Maine previous to the separation from Massachusetts and had received as an endowment from the old Commonwealth 253,980 acres of wild land. Between 1820 and 1851, forty-four academies were chartered, receiving from the State 332,980 acres of land and \$20,000 in

money for their support. Up to 1876, the chartered academies had received from the State \$230,000 and from individuals, \$135,000.

The act establishing free high schools, passed in 1873, was a death blow to all but the stronger of the old academies. Many of them transferred their buildings and funds to the towns in which they were located and became free high schools. In 1891, the Legislature granted fourteen academies an annual appropriation of \$500 each for ten years, two \$800 for ten years, and one \$300 for ten years. The Legislature of 1899 made appropriations for quite a large number of academies, a list of which may be found elsewhere in this report. The following table from the "History of Education" in the hands of the U. S. Bureau of Education, gives the incorporated academies of Maine in the order of incorporation. Academies not in operation are indicated by an asterisk (\*)

#### INCORPORATED ACADEMIES OF MAINE.

Name.	Location.	Incorporation.	Date of	Remarks.
*Hallowell Academy....	Hallowell ...	... 1791		Merged in Hallowell Classical and Scientific Academy.
Berwick Academy .....	South Berwick....	1791		
Fryeburg Academy ....	Fryeburg ....	1792		
Washington Academy..	East Machias ....	1792		
*Portland Academy. ...	Portland ....	1794		
Lincoln Academy .....	Newcastle.....	1801		
*Gorham Academy .....	Gorham ....	1803		Maine Female Seminary in 1850, now Normal School.
Hampden Academy... .	Hampden ....	1803		
Bluehill Academy.....	Bluehill ..	1803		
Hebron Academy .....	Hebron .....	1804		
*Bath Academy.....	Bath ..	1805		Now High School.
*Farmington Academy.	Farmington ....	1807		Now Normal School.
*Bloomfield Academy...	Skowhegan ....	1807		Now High School.
*Warren Academy.....	Warren .....	1808		
*Belfast Academy.....	Belfast .....	1808		Conveyed to the city in 1852.
Bridgton Academy.....	Bridgton .....	1808		
*Bath Female Academy.	Bath .....	1808		Extinct prior to 1851.
Wiscasset Academy....	Wiscasset ..	1808		Extinct prior to 1851. Revived in 1899.
Monmouth Academy....	Monmouth .....	1808		
Limerick Academy . .	Limerick ..	1808		
North Yarmouth Acad.	Yarmouth.....	1811		Now Yarmouth Academy.
Thornton Academy....	Saco ..	1811		Formerly Saco Academy.
*Young Ladies' Acad....	Bangor .....	1818		Extinct in 1851.
*Cony Female Academy.	Augusta ..	1818		Now Cony High School.
*China Academy ....	China ..	1818		Conveyed to district in 1887.
Maine Wesleyan Semin.	Kent's Hill.....	1821		
*Gardiner Lyceum .....	Gardiner ..	1822		
*Brunswick Academy...	Brunswick .....	1822		Extinct in 1851.

Name.	Location.	Incorporation.	Date of	Remarks.
Foxcroft Academy.....	Foxcroft .....	1823		
Anson Academy .....	North Anson .....	1823		
*Oxford Female Acad ..	Paris . ....	1827	Never in operation.	
*Dearborn Academy....	Buxton .....	1828	Organization not permanent.	
*Cherryfield Academy..	Cherryfield.....	1829		
*Alfred Academy .....	Alfred .....	1829		
Westbrook Seminary ...	Westbrook . ....	1831		
*Titecomb Academy . ...N. Belgrade .....	1831			
*Eastport Academy . ..	Eastport .....	1832		
*St. Albans Academy ..	Hartland .....	1832		
Parsonsfield Seminary..	N. Parsonsfield...	1833		
*Lee Meadows Acad ...	Weld .....	1833	Never organized.	
*Union Academy.....	Kennebunk .....	1834	Property distributed.	
*Falmouth Academy....	Falmouth .....	1834	Extinct prior to 1851.	
*Sanford Academy. ....	Sanford.....	1834	School not established. Now High [Auburn School.	
*Lewiston Falls Acad...	Danville, now	1834	In 1866, Edward Little Institute Since 1873, High School.	
*Vassalborough Acad...	Vassalborough .....	1835		
*Waterville Liberal In..	Waterville .....	1835		
Gould's Academy . ...	Bethel .....	1836		
Freedom Academy.....	Freedom .....	1836		
*Athens Academy.....	Athens .....	1836	Now Somerset Academy.	
*Livingston Academy ..	Richmond... ..	1836	Extinct prior to 1851.	
Waldoboro Academy ..	Waldoboro .....	1836		
*Calais Academy.....	Calais .....	1836		
*Norridgewock Female Academy.....	Norridgewock .....	1836		
Charleston Academy....	Charleston .....	1837	Now Higgins Classical Institute.	
*Clinton Academy .....	Benton .....	1839		
*Elliot Academy .....	Elliot .....	1840		
Waterville Academy....	Waterville .....	1842	Now Coburn Classical Institute.	
Litchfield Academy ....	Litchfield .....	1844		
*Dennysville Academy..	Dennysville .....	1845		
*Monroe Academy ....	Monroe .....	1845		
*Brunswick Seminary ..	Brunswick .....	1845	Existence nominal in 1851.	
*Brewer Academy .....	Brewer .....	1845		
*Newport Academy .....	Newport .....	1845		
*St. George Academy ...	St. George.....	1845		
Lee Normal Academy ..	Lee .....	1845		
*Thomaston Academy..	Thomaston.....	1845	Sold to city, 1867.	
Somerset Academy ....	Athens .....	1846		
Mattanawcook Acad....	Lincoln.....	1846		
East Corinth Academy..	East Corinth....	1846		
Houlton Academy.....	Houlton .....	1847	Now Ricker Classical Institute.	
Patten Academy .....	Patten .....	1847		
Monson Academy .....	Monson .....	1847		
*Litchfield Liberal In...	Litchfield ... ..	1847		
*Union Academy.....	Oldtown .....	1848		
Limington Academy....	Limington .....	1848		
*Standish Academy ....	Standish .....	1848		
Bucksport Seminary...	Bucksport .....	1849	In 1850 East Maine Conference Seminary.	
*Norway Liberal In .....	Norway.....	1849		
*Oxford Normal In.. ...	South Paris .....	1849		
*East Pittston Academy.East Pittston .....	1850			
Lebanon Academy ....	Lebanon .....	1850		
*Yarmouth Institute....	Yarmouth .....	1851		

Name.	Location.	Incorporation.	Date of	Remarks.
Corinna Union Academy	Corinna	..... 1851		
*Towle's Academy .....	Winthrop .....	1852		
Oak Grove Seminary .....	Vassalborough ..	1854	New charter 1857.	
Maine State Seminary .....	Lewiston.....	1855	Now Bates College.	
*Presque Isle Academy	Presque Isle .....	1858	Property sold 1883.	
*West Gardiner Acad...	West Gardiner...	1859		
*Harpswell Academy...	Harpswell . ....	1859		
Greeley Institute .....	Cumberland. ....	1859		
*Richmond Academy ...	Richmond.....	1861	Now High School.	
Paris Hill Academy.....	Paris. ....	1861		
Maine Central Institute	Pittsfield .....	1866		
Wilton Academy .. ....	Wilton.....	1866		
*Augusta Academy .....	Augusta.....	1867		
*Passadumkeag Acad...	Passadumkeag ..	1867	Not organized.	
Hallowell Classical and Scientific Academy ...	Hallowell .....	1872		
*St. Dennis Academy...	Whitefield . ....	1872	Not in operation.	
*Dixfield Academy....	Dixfield . ....	1883	Not organized.	
Van Buren College.....	Van Buren .....	1887	Catholic School.	
George Stevens Acad ..	Bluehill .....	1891		
Higgins Classical In ...	Charleston .....	1891		
Bridge Academy .. ....	Dresden .. ....	1891		

The old academies were a powerful agency in the intellectual, moral and religious life of the State. A few, located in the midst of thriving agricultural communities, like Washington Academy, Lincoln Academy, Gould Academy, Bridgton Academy, Fryeburg Academy, Yarmouth Academy and Wilton Academy, have been able by the aid of small endowments, to keep alive and do good work. Thornton Academy at Saco and Berwick Academy have fine buildings and generous endowments. Nearly all the other leading academies receive their chief support from their denominational connections. Coburn Classical Institute, at Waterville, Hebron Academy, Ricker Classical Institute, at Houlton, and Higgins Classical Institute at Charleston are all supported by the Baptist denomination and are feeders for Colby College. The Maine Wesleyan Seminary at Kent's Hill and the East Maine Conference Seminary, formerly the Bucksport Seminary, are Methodist institutions. The Maine Central Institute, at Pittsfield, is supported by Free Baptists; Westbrook Seminary by Universalists, and Oak Grove Seminary by the Friends.

The Legislature of 1901 passed the following law:  
An Act relating to Academies, Seminaries and Institutes.  
Be it enacted by the Senate and House of Representatives in  
Legislature assembled, as follows:

I. Whenever it shall be made to appear to the Governor and Council, from returns made as herein provided, that any incorporated academy, seminary or institute in the State is prepared to give instruction equivalent to that required by law to be given in free high schools, that the pupils attending the said academy, seminary or institute are qualified to receive such instruction, and that the teachers in the said academy, seminary or institute have the qualifications fitting them to give instruction in secondary school studies, such academy, seminary or institute shall be entitled to receive annually from the State a sum not exceeding five hundred dollars in case it maintains an English secondary school course of study as prescribed by the educational department of the State, and has an average attendance from towns and cities other than the municipality or jurisdiction in which said academy, seminary or institute is located of at least ten students, or a sum not exceeding seven hundred and fifty dollars in case it maintains in addition to an English course, a college preparatory course, and has an average attendance from towns and cities other than the municipality or jurisdiction in which said academy, seminary or institute is located of at least twenty students, or a sum not exceeding one thousand dollars in case it maintains an English course, a college preparatory course and a training course for teachers, and has an average attendance from towns and cities other than the municipality or jurisdiction in which said academy, seminary or institute is located of at least forty students; provided, the courses of study herein named shall be subject to the approval of the Educational Department of the State: and provided, that the amount paid by the State to any academy, seminary or institute under this act shall be expended by the said academy, seminary or institute for instruction during the year for which payment is made, and shall not exceed the total income of the said academy, seminary or institute from all other sources; and provided further, that in addition to the amount received from the State, a sum equal thereto shall be expended for instruction and maintenance of the academy, seminary or institute during said year; and provided further, that every academy, seminary or institute receiving money from the State under this act shall provide instruction as contemplated by this act for not less than thirty weeks in each year; and pro-

vided further, that no academy, seminary or institute shall be credited with maintaining a course or study under this act unless the said academy, seminary or institute shall have an average of not less than twelve students in said course.

II. The Treasurer of State is hereby authorized and directed to pay annually to the legal representatives of such academies, seminaries or institutes as shall be entitled to receive money from the State under this act, at the times and in the manner provided by law for the payment of money in aid of free high schools, the amounts to which they shall be severally entitled under this act; provided, that no payment shall be made to any academy, seminary or institute until the State Educational Department shall have certified to the Treasurer of State all the facts which by this act are made necessary to entitle an academy, seminary or institute to receive money from the State under this act.

III. Any town or precinct providing free tuition for its high school scholars in any academy, seminary or institute, shall receive State aid to the amount of one-half the sum expended for such instruction, provided, no town shall receive to exceed two hundred and fifty dollars in any given year; and provided further, that no town shall receive State aid under this act if a free high school of standard grade is maintained in said town.

IV. No academy, seminary or institute shall receive State aid under this act unless incorporated prior to the date of approval of said act.

V. No academy, seminary or institute shall receive State aid under this act unless the average attendance in said academy, seminary or institute for the year preceding shall exceed thirty students, and no academy, seminary or institute shall receive to exceed five hundred dollars unless the average attendance in said academy, seminary or institute for the year preceding shall exceed sixty students.

VI. No academy, seminary or institute shall receive State aid under this act if said academy, seminary or institute has an annual income from invested funds exceeding sixteen hundred dollars, and no academy, seminary or institute shall receive State aid to exceed five hundred dollars in any given year provided the said academy, seminary or institute has an annual income from invested funds exceeding one thousand dollars.

VII. The officers and teachers of every academy, seminary or institute receiving money from the State under this act shall annually on or before the first day of January in each year render to the Educational Department an itemized account of all the moneys received and expended during the preceding year and shall make such further report to the State Educational Department as may from time to time be required.

Approved February 26, 1901.

This law is one of the most important acts in relation to education ever passed by a Maine Legislature. It does away with all special legislation in regard to aid to academies and places these institutions, as far as the amount each shall receive from the State is concerned, upon the same basis as the Free High Schools.

The aid each shall receive from the State (if any) is determined by the amount and character of the work done, as evinced by the sworn return made by the officers of the institution to the State Superintendent of Public Schools and not by the influence any academy may be able to bring to bear upon the Legislature.

#### COLLEGES.

*Bowdoin College.* More than a century and a half had passed since the opening of Harvard College, when, in response to a wide spread desire of the inhabitants of the District of Maine, a new college was established at Brunswick, in the county of Cumberland. Brunswick is one of the oldest towns in the district, having been settled in 1628, when it was known as Pejepscot, and incorporated in 1738 as the eleventh town in the old Commonwealth. Cumberland, the county in which Brunswick is situated, originally embraced all of the present counties of Androscoggin and Franklin and portions of Oxford, Kennebec and Somerset, and was incorporated as a county in 1760, thirty-four years previous to the founding of the new college.

The charter for the college was signed by Governor General Adams on January 24, 1794. The college received its name from James Bowdoin, great-grandson of Pierre Baudouin, a French Protestant who fled from religious persecution in his native land and settled in Falmouth, in the Province of Maine. His oldest son, named James, was a successful merchant and amassed a large fortune in trade. His son, also named James

Bowdoin, was born in Boston and was elected Governor of Massachusetts. He was deeply interested in science and literature and was a generous patron of education. He died in 1790 and it was soon after decided to give his name to the proposed college. The earliest patron of the college was the Hon. James Bowdoin, the third of the name, son of Governor Bowdoin and United States minister-plenipotentiary to the Court of Spain under the administration of President Jefferson.

In 1794, the year in which the new college was chartered, he gave it \$1,000 in cash and 1,000 acres of land in Bowdoinham, valued at \$3,000. In 1795, he made it a further gift of \$3,000 and before his death in 1811 transferred to its trustees a tract of land in the town of Lisbon, containing 6,000 acres. At his death he left to the college a valuable library of 2,000 volumes and as many pamphlets, a collection of minerals, a fine gallery of 70 paintings and 142 drawings.

The college was duly opened for work in September, 1802, with the inauguration of Rev. Joseph McKeen as president and John Abbott, a graduate of Harvard, as professor of ancient languages. His first class consisted of eight students. In 1805 the department of mathematics and natural philosophy was established, with Parker Cleaveland in charge. Prof. Cleaveland's "Elementary Treatise on Mineralogy and Geology" was a work of much value and excellence and reflected great honor upon himself and the college. In 1806, seven of the eight students who entered at the opening of the college completed their course and received diplomas. This was the last, as well as the first commencement at which President McKeen presided. He died in 1807, after a painful illness extending through a number of years. President McKeen was a man of strong character and exceptional executive ability, and his brief administration was of great value in starting the college on its career of usefulness. He was succeeded by Rev. Jesse Appleton, during whose administration the religious life of the students was quickened, the material equipment of the college was enlarged and the reputation of the institution for "good morals and sound scholarship" established. President Appleton was, in 1819, succeeded by Rev. William Allen, who held the position until 1839. In 1820, the Medical School of Maine was chartered by the

legislature and placed under the control of the college. Professor Cleaveland was appointed professor of chemistry and *materia medica* and secretary of the medical faculty. In 1824, Alpheus S. Packard was appointed professor of ancient languages and classical literature and filled this position with eminent ability for forty-one years. He retained his connection with the college until his death in 1883, at which time he was acting president. The term of service of President Allen was a period of strife and litigation. It was noted also for the many strong men who during that time joined the faculty of the college and who for many years impressed the institution most powerfully and beneficially with their marked and vigorous personalities. Among them, besides Professors Packard and Cleaveland, were Samuel P. Newman, Thomas C. Upham and William Smyth, whose connection with the college averaged forty-five years. In 1825, a professorship of modern languages was established and Henry W. Longfellow, a member of the famous class of that year, was called to this chair. After traveling and studying abroad, he entered upon his duties in 1829, and, during his incumbency, Bowdoin was the first of New England colleges to give prominence to the study of modern languages. In 1839, Rev. Leonard Woods, Jr., became president and by his courtly grace, refined taste and rare culture, lifted the little college into the larger atmosphere of the scholarly world and impressed high standards of gentlemanly bearing upon the students. He was succeeded, in 1866, by Rev. Samuel Harris, who was a man of pre-eminent gifts as an educator, and who at once placed the curriculum of the college upon a broad and sound basis with decidedly progressive tendencies. In 1871, Gen. Joshua L. Chamberlain, who had been a brilliant and faithful officer during the war of the rebellion and for four years Governor of Maine, was called to the presidency of the college. He continued the work inaugurated by President Harris and introduced a scientific department which for a decade gave thorough instruction in applied science, but was discontinued on account of lack of funds to maintain two courses so distinct in aim and method. In 1883, Gen. Chamberlain resigned and the venerable Professor Packard, then in his eighty-fourth year, acted in his stead until his death. In 1885, Rev. William DeWitt Hyde was called to the presi-

dental chair, which he still occupies. During his administration the elective system has been greatly extended, facilities for thorough laboratory work have been given to the college, the library has been made more accessible and useful and systematic physical training has been established.

Bowdoin has twelve buildings, chief among which are the Chapel, a monument to the memory of President Woods; Memorial Hall with its tablets inscribed with the names of those who served their country in the war of the rebellion; the Walker Art building, erected by the Misses Walker of Waltham, Mass., as a memorial of their uncle, Theophilus Wheeler Walker of Boston, and the Mary F. S. Searles Scientific Laboratory, erected by Edward F. Searles in memory of his wife.

Upon the roll of graduates of Bowdoin are many men who have acquired fame in all the varied walks of life.

#### COLBY COLLEGE.

The second college established in the State was opened at Waterville in 1818. In 1810, the Baptist association of Maine proposed "to establish an institution in the District of Maine for the purpose of promoting literary and theological knowledge" and a committee was appointed to petition the General Court for a charter. In 1813, an act was approved by the Governor of Massachusetts incorporating the "Maine Literary and Theological Institution." Section 1 of the act establishing the institution specified that it should "be erected and established in the District of Maine, in the township hereafter mentioned." This township was "No. 3" on the west side of the Penobscot river, which now includes the towns of Alton and Argyle. It at once became evident that it was unwise if not absurd to locate a college in a region destitute of common schools, and in fact almost a wilderness. A petition was presented to the legislature of Massachusetts to authorize a more central location, and, on June 12, 1815, an additional act was passed which empowered the trustees "to locate and establish their buildings in any town within the counties of Kennebec or Somerset," and it was voted by the trustees, in 1816, to establish the school at Waterville.

No suitable building was available and after many difficulties, instruction under the auspices of the college was commenced on

July 6, 1818, in a private house, by Rev. Jeremiah Chaplin, who had accepted the professorship of theology, the students being those who had been studying for the ministry under him in Danvers, Mass. In 1817, Rev. J. Chase of Westford, Vt., was elected professor of languages. In May, 1819, there were seventeen students of theology. Rev. Avery Briggs was elected professor of languages in 1818, and in October, 1819, the literary department opened under his direction with some twenty-five students. Although founded by a religious denomination the institution was administered from the first in a broad and catholic spirit and, in 1820, this attitude was confirmed and enforced by an act of the Maine Legislature, providing that the corporation should have no rule or by-law requiring that any member of the trustees should be of any particular denomination and that no student should be deprived of any of the privileges of the institution on theological grounds.

In the early part of the year 1820, the "President's House" and South College were completed and occupied and for the first time the infant college had a home of its own.

The Legislature of Maine at its session in 1821 changed the name of the institution to "Waterville College," in accordance with the wishes of the trustees. With the new name came also a new organization, Rev. Daniel H. Barnes of New York being elected as president, which office, however, he declined to accept and the college remained without a president until 1822, when Dr. Chaplin accepted the position which he retained until 1833. In 1822, the first class, consisting of two members, was graduated and received the degree of A. B. The classes of 1823 and 1824 numbered but three each. In 1829 the trustees established Waterville Academy, as a fitting school and feeder to the new college. About the same time, the "manual labor department" was added to the college, with the intention of affording needy students an opportunity to pay a portion of the expense of their education. This department did not prove to be a success and, after adding each year to its indebtedness, was abolished in 1842. In 1827, a department of mathematics and natural philosophy was established, rhetoric and Hebrew was added in 1831, and chemistry and natural history in 1836. In 1833, Rev. Rufus Babcock, Jr., was elected president. In 1836, he was succeeded by Rev. Robert Patterson who, in turn, was, in 1841, succeeded

by Rev. Eliphas Fay. The Chapel building, containing, besides the chapel proper, recitation rooms and the library, was erected in 1839. This building is now known as Champlin Hall, while Old North College has become Chaplin Hall. Memorial Hall was built in 1867 and dedicated in 1869. It was erected as a memorial of the sons of the college who gave their lives to their country in the war of the rebellion. It contains the Chapel, Hall of the Alumni and Library. Coburn Hall, built in 1871 and named in acknowledgement of Hon. Abner Coburn, is occupied by the departments of geology and zoology. The observatory and gymnasium were built in 1875. Ladies' Hall, situated on College Avenue, near the college buildings, affords a pleasant home for the young women students and two other houses on the same avenue are devoted to their accommodation. The chemical laboratory was erected and equipped in 1899.

In 1843, Rev. D. N. Sheldon was elected president. He was succeeded, in 1853, by Rev. Robert E. Patterson, who was followed, in 1856, by Rev. James T. Champlin. Upon the resignation of Dr. Champlin, in 1872, Rev. Henry E. Robbins was elected president. He was succeeded, in 1882, by Rev. Geo. D. B. Pepper, who was followed in 1889, by Albion W. Small, Ph. D. Dr. Small was succeeded, in 1892, by Rev. B. L. Whitman, who retired in 1896, when Rev. Nathaniel Butler, D. D. accepted the position. Dr. Butler retired in 1901 and was succeeded by President Charles L. White. The college had a continual struggle for existence until 1864, when Gardiner Colby, of Newton Center, Mass., offered to contribute \$50,000 as an endowment, provided an additional \$100,000 could be secured. The condition was complied with and, in 1866, the college was placed upon a safe financial basis. In 1867, by act of the Legislature, the name of the institution was changed to Colby University. In 1871, women were first received on equal terms with men. In 1899, by request of the board of trustees, the name was again changed by act of the Legislature to Colby College.

The benefactions of Mr. Colby, including the bequest received after his death, April 2, 1879, amounted to \$200,000. The college has four affiliated academies in Maine, viz: Hebron Academy, Hebron; Coburn Classical Institute, Waterville; Ricker Classical Institute, Houlton, and Higgins Classical Insti-

tute, Charleston. These academies are under the general direction of the board of trustees of the college, and their graduates are admitted to Colby upon certificate of the principal, without individual examinations. The record made by Colby in the past does honor to the institution and to the State and its promise for the future is most flattering.

#### BATES COLLEGE.

Bates College, situated at Lewiston, and the pioneer of co-education in New England, grew out of the Maine State Seminary, which was chartered by the State in 1855. In 1854 Parsonsfield Seminary, the only school in the State belonging to the Free Baptist denomination, was destroyed by fire. Rev. Oren B. Cheney, at that time pastor of the Free Baptist church in Augusta, at once set to work to establish in the central portion of the State an educational institution with a liberal endowment, and thus more than compensate to his denomination for the loss of the seminary.

In October of that year the Free Baptist anniversary meetings were held in Saco. Here Mr. Cheney unfolded his plan, and at the close of the convention a meeting of ministers and laymen was held, before which the matter was fully laid. The meeting became so interested in the matter as to appoint a committee to call a Free Baptist state convention to consider the enterprise more fully and take necessary action. The convention met at Topsham in the following November and, after full discussion, voted unanimously to establish the proposed school and also to continue the Parsonsfield Seminary, for which latter purpose the sum of two thousand dollars was pledged. A committee was appointed, consisting of Rev. Oren B. Cheney, Rev. Ebenezer Knowlton and Francis Lyford, Esq., who were clothed with full power to establish the seminary, obtain a charter, secure, if possible, an endowment from the State, and to provide in such other ways as seemed feasible for its support. At the first meeting of this committee, held at the residence of Mr. Knowlton, in South Montville, a charter for the proposed institution was drawn up, the name of the Maine State Seminary adopted, and a board of trustees elected. By the persistent efforts of Mr. Cheney, an act was passed by the Legislature of 1855, granting the charter and with it an appropriation of

\$15,000. By the terms of the act, five thousand dollars were granted for general purposes of the institution and ten thousand dollars in the bonds of the State for the nucleus of an endowment fund, the whole gift being upon condition that an equal sum should be raised for the new school by subscription. That amount was at once pledged by the citizens and corporations of Lewiston, the Franklin Company heading the list with a subscription of five thousand dollars, and the trustees decided to locate the school in that city. A site containing twenty acres was purchased of Ammi R. Nash, Esq., for about five thousand dollars, and on June 26th, 1856, the corner stone of Hathorn Hall, named in honor of Mr. and Mrs. Seth Hathorn, of Woolwich, who contributed five thousand dollars towards its erection, was laid with appropriate ceremonies. Parker Hall, named for Hon. Thomas Parker, of Farmington, who had subscribed five thousand dollars, was commenced soon after. On Sept. 1st, 1857, the Maine State Seminary was opened for the reception of students, with Rev. Oren B. Cheney, A. M., as principal. The new school was liberally patronized from the start, its first class numbering one hundred and thirty-seven students. During the six years of its existence as a seminary it maintained an average of one hundred and fifty and graduated seventy-six young men from its classical department. During the same time, forty-one young ladies were graduated from the full course. In the winter of 1862, through the influence of Mr. Cheney, the Legislature passed an act giving to the Maine State Seminary collegiate powers, including the right to confer degrees. At the annual meeting of the trustees in July, 1863, Mr. Cheney, with much energy, urged the adoption of a college organization and the immediate formation of a freshman class. His efforts were successful, and the trustees voted not only to form a Freshman class at the opening of the fall term, but also to change the name of the institution from Maine State Seminary to Bates College, and to ask the Legislature to legalize their action and to change the charter to conform to the vote. Rev. Oren B. Cheney, D. D., was elected president of the embryo college, with Levi W. Stanton, A. M., professor of Greek, Jonathan Y. Stanton A. M., professor of Latin, Selden F. Neal, A. M., professor of mathematics and Horace R. Cheney, A. B., tutor and librarian. The name of the college was chosen in honor of Hon. Benjamin

Edward Bates, A. M., of Boston, to whom President Cheney had confided his plans and who had pledged twenty-five thousand dollars towards the endowment of the college, provided seventy-five thousand dollars could be otherwise secured. In 1864, Mr. Bates made a second subscription of fifty thousand dollars for an additional building to complete the original plan and twenty-five thousand for an endowment on condition that twenty-five thousand should be obtained from other friends of the college. This condition was quickly met and the subscription was paid; but upon mature deliberation it was agreed by Mr. Bates that the whole amount might be added to the endowment fund and the erection of the building postponed, provided thirty thousand dollars additional should be raised for permanent endowment. In 1873, he made another conditional subscription of one hundred thousand dollars to be met by an equal sum secured from other sources. Subscriptions amounting to the required sum were secured, but, owing to business depression, were not all paid. The college opened in the fall of 1863, with a freshman class of sixteen. At first the seminary remained as a part of the college. Out of the college preparatory class was developed the Latin school. The ladies' department of the seminary was presented to the Maine Central Institute at Pittsfield, and, in 1870, the seminary was discontinued. In the same year a theological department of the college was established and Nichols Hall, made vacant by the removal of the seminary, was appropriated to its use.

The charter of 1864 was amended by the Legislature in 1868, giving the right to establish the theological department and making some changes in the board of president and trustees. The complete charter, as it now stands, establishing the Board of Fellows and Overseers and giving the alumni a voice in the government of the college, was granted in 1873. In 1877, the floating debt of the institution had risen to \$86,000, and the invested funds were reduced to about \$120,000. In 1878, Mr. Bates died. He had not paid the \$100,000 conditionally pledged and the court subsequently decided that his estate was not under obligation for its payment.

During the next six years, by the efforts of President Cheney and Professor Chase, sufficient funds were secured to give the college about \$150,000 as a productive fund and an income of

\$18,000. Subsequent gifts brought the productive fund of the college and of the Cobb divinity school, which in 1870 became a department of the college, up to \$300,000 in 1891, with buildings and grounds valued at \$200,000.

Professor George C. Chase was elected president in 1894. The course of study includes the classics, mathematics, modern languages, English literature, rhetoric, political economy, science, psychology, logic and the evidences of Christianity. More than forty per cent. of the graduates of Bates have become teachers and more city high schools in New England are taught by graduates of Bates than by graduates of any other college. Its professors have been devotedly loyal during its periods of struggle and hardship and by their self-sacrificing zeal have contributed very much to ensure the prosperity the college now enjoys.

#### THE UNIVERSITY OF MAINE.

By an act of Congress, approved July 2, 1862, it was provided that there should be granted to the States, from the public lands "thirty thousand acres for each senator and representative in congress" from the sale of which there should be established a perpetual fund "the interest of which shall be inviolably appropriated by each state which may take and claim the benefit of this act, to the endowment, support and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." The act forbade the use of any portion of the principal or interest of this fund for the purchase, erection or maintenance of buildings and required each state taking the benefit of the provisions of the act "to provide within five years not less than one college" to carry out the purposes of the act.

Maine accepted this grant in 1863, and in 1865 constituted "a body politic and corporate by the name of the trustees of the State College of Agriculture and the Mechanic Arts." The trustees were authorized to receive and hold donations, to select the professors and other officers of the college, to establish the

conditions for admission, to prepare courses of study, to grant degrees and to execute other powers and privileges.

The Governor and Council were given the right "to examine into the affairs of the college and the doings of the trustees and to inspect all their records and accounts and the buildings and premises occupied by the college."

The State of Maine received, under the act of congress above referred to, two hundred and ten thousand acres of public lands from which the university has realized an endowment fund of \$118,300. This has been increased by a bequest of \$100,000 from Abner Coburn, of Skowhegan, who was for many years president of the board of trustees.

The town of Orono contributed \$8,000 and the town of Old Town \$3,000 for the purchase of the site on which the buildings now stand. The State has appropriated about \$300,000 for the material equipment.

After the conditions of the act of 1862 were accepted by the Legislature it remained a matter of discussion whether the new institution should be a separate college or should be united with one of the colleges already established. Governor Coburn, in 1863, and Governor Cony, in 1864, favored union with one of the existing colleges. A board of commissioners was appointed to consider the matter and their report recommended that the new institution be connected with Bowdoin College. This plan was vigorously opposed by the State Board of Agriculture, supported by the agricultural press of the State. After a lengthy discussion the Legislature decided in favor of establishing an independent college.

The first meeting of the trustees was held in April, 1865. In January, 1866, the board of trustees voted to locate the college at Orono, on a farm of three hundred and seventy-six acres given by the towns of Old Town and Orono. In 1867, the Legislature appropriated twenty thousand dollars to erect two buildings and furnish apparatus for the new college, and the next year ten thousand dollars were voted to complete the buildings. There were upon the farm two sets of farm buildings which were fitted up, one for the farm superintendent and the other for the first professor.

In 1869, the Legislature voted twenty-eight thousand dollars for the use of the college. In September, 1868, the first class,

consisting of twelve students, was admitted. The faculty at that time consisted of Merritt C. Fernald, M. A., professor of mathematics, and Samuel Johnson, farm superintendent and instructor in agriculture. In the following year Stephen F. Peckham was elected professor of chemistry and soon after John Swift was added as instructor in botany and horticulture. In these first years temporary lecturers on special topics were employed.

In 1871, Rev. Charles F. Allen, D. D., was chosen the first president of the college and continued in that position until 1878. He was succeeded by Pres. Merritt C. Fernald, during whose administration the college was placed upon a substantial foundation and the several courses of study were developed. In 1893, Pres. Fernald retired from the presidency and accepted the position of professor of philosophy, and Abram Winegardner Harris, Sc. D., was elected president. Dr. Harris resigned in 1901 and the chair was temporarily filled by Pres. Fernald until a choice was made of Dr. George Emory Fellows of the University of Chicago. An experiment station was established in connection with the college in 1887.

The Legislature of 1897 changed the name of the institution to "The University of Maine." The university is now divided into colleges, each offering several courses upon related subjects. The colleges are interdependent and together form a unit. They are as follows: College of Arts and Sciences; College of Agriculture; College of Engineering; College of Pharmacy; School of Law. There are also short courses in agriculture for the benefit of students who are unable to devote the time and money required for a full course.

Under an act of Congress approved March 2, 1887, the university receives \$15,000 annually for the maintenance of the experiment station. Under an act of Congress approved August 30, 1890, the university receives for its more complete endowment and maintenance \$25,000 annually.

Under an act of the Legislature approved March 20, 1897, the university receives \$20,000 annually from the State for current expenses.

The buildings now occupied by the university are as follows: Wingate Hall was erected for the departments of civil and mechanical engineering. Oak Hall, used as a dormitory for men,

contains forty-nine study rooms for students, bath rooms and a room occupied by the Young Men's Christian Association. Fernald Hall contains fifteen rooms devoted to the departments of chemistry and pharmacy. Coburn Hall contains the reading rooms and library, laboratories for the departments of agriculture, botany and entomology and recitation rooms for a number of departments. This building also contains the museum, the chapel and the president's office. The observatory contains a seven and one-half inch refractor and an excellent equipment of astronomical instruments. The machine shop contains the foundry, forge shop, carpenter shop, machine shop and tool room. An adjoining building contains the dynamos, motors and storage battery. The drill hall and gymnasium, erected in 1900, will contain when completed, the offices of the president, secretary and cashier, a board room, two recitation rooms and the private office of the professor of mathematics. The university chapel will be located in the second story. In the basement are the usual appliances for gymnasium work. The drill hall proper is 100 by 62 feet and is encircled by a 9-foot running track suspended from the roof. The experiment station building is thoroughly equipped with the necessary apparatus for the work of the station. The horticultural building contains a head house, three greenhouses, conservatory, laboratory and offices. The dairy building contains a milk room, butter room, cheese room, cold storage room, cheese curing room, lecture room, office and laboratory. The Mt. Vernon House is the women's dormitory and contains sixteen study rooms, each arranged for two students. The fraternity houses are four in number, three being located upon the campus and one in the village of Orono. In addition to the buildings enumerated, there are six others devoted to various purposes. Among these are the president's house, the commons, or general boarding house, and three residences occupied by members of the faculty. The university has at present forty-eight instructors, including the president and faculty. The total assets for the present year, including endowment, buildings and other property, amount to \$466,200, and the amount available for current expenses is \$90,828. The number of students enrolled is three hundred sixty-five.

The graduates of this institution are occupying prominent and lucrative positions in the different professions and industries in which they are engaged.

## BANGOR THEOLOGICAL SEMINARY.

The Bangor Theological Seminary was founded under the name of "The Maine Charity School" by the Society for "Promoting Theological Instruction." The seminary was opened at Hampden, in 1816, under the charge of Jehudi Askman. In 1819 it was removed to Bangor. The seminary was originally intended to prepare for the ministry students who had not received a previous collegiate training. The first two years were to be devoted to classical studies and the last two years to theological studies. The two years classical course was discontinued in 1836. For the first twenty years the seminary had little or no endowment. It now has an endowment of \$225,000 and buildings and grounds valued at \$65,000. The course of study is practically the same as that pursued in the principal theological seminaries. The seminary has sent out about eight hundred graduates and has educated for one or more years without graduation, some two hundred and fifty more. Among the professors who have held positions in Bangor Theological Seminary are included many men who have been prominent leaders of religious thought.

## COBB DIVINITY SCHOOL.

This school, which is the oldest higher institution of learning in the Free Baptist denomination, was founded in 1840, as a library department in connection with Parsonsfield Seminary. The name was, in 1842, changed to Biblical department and, in September of that year, it was moved to Dracut, Mass., as an independent Biblical school.

In November, 1844, it moved again to Whitestown, N. Y., where it remained until the fall of 1854, when it was transferred to New Hampton, N. H. Here it remained until it was established at Lewiston in 1870, as a department of Bates College.

At its founding Rev. Moses M. Smart was placed at the head of the school, which position he held until 1848. In 1844, Rev. J. J. Butler was associated with Professor Smart as professor of theology, remaining with the school until 1873. In 1850, Rev. John Fullonton became professor of Hebrew and church history, retaining his connection with the school until 1894. On Septem-

ber 12, 1894, Rev. Benjamin F. Hayes, who had been connected with the school since 1870, assumed the chair of apologetics and pastoral theology. In 1872, Rev. James A. Howe became professor of dogmatic theology and afterwards of homiletics. Thomas Hill Rich became professor of Hebrew in 1872 and continued to hold that position until his death in 1893. In 1890, Rev. Alfred W. Anthony became professor of New Testament exegesis and criticism. Rev. Herbert R. Purinton was made instructor in Hebrew and church history in June, 1894, and was promoted to the full professorship in June, 1895. In 1888, in recognition of a gift of \$25,000 from Hon. J. L. H. Cobb, of Lewiston, the name of the school was changed to Cobb Divinity School. A new building for the exclusive use of the school was erected in 1895 by Mr. Lewis W. Anthony. These gifts, with others received from time to time, have placed the school upon a sound financial basis.

In June, 1894, a Biblical Training school was established for the benefit of students not qualified to enter the divinity school.

#### EDUCATIONAL ASSOCIATIONS.

The first State convention of teachers ever held in Maine met at Waterville, November 16, 1859, and continued in session three days. The exercises consisted of lectures and discussions. Lectures were delivered by Rev. E. B. Webb of Augusta, on the "Life and Character of Hugh Miller;" by Dr. N. T. True upon "The Elements of Power;" by Rev. Cyril Pearle, upon "The Teachers' Vocation;" by E. P. Weston, upon "The Schoolmaster and the Source of his Authority;" by Isaiah Dole, upon "The Elements of General Grammar;" by Rev. Jonas Burnham, upon "The Duties of the Teacher;" by Walter Wells, upon "Sun-power."

The following subjects were discussed: "Best mode of teaching morals," "Prizes and rewards," "Mathematics and languages in public education," "Normal Schools in Maine," "Natural sciences in public schools."

An organization was affected under the name of the Maine Educational Association, a constitution was adopted and provision made for an annual meeting.

In 1868, the Legislature appropriated two hundred dollars for the benefit of this association, which was its first official recogni-

tion. The influence and efforts of the association had an encouraging effect upon the teaching force of the State and helped to advance the cause of education by timely recommendations in favor of the abolition of the district system, of the establishment of free high schools, of free text-books, normal schools, libraries and the extension of the school year.

In 1882, the association transferred its records and property to the Maine Pedagogical Society.

The Maine Teachers' Association was organized in 1876 and held regular meetings until 1879, when it also became merged in the Maine Pedagogical Society. This society was organized at Waterville, May 7, 1880. Its object was "the consideration and discussion of all questions relating to the organization and government of schools, methods of instruction, professional standards and the principles which should control the policy and legislation of the State in respect to education.

In 1892, a council was chosen to prepare topics for discussion at the meetings of the society and to present to the Legislature such measures as the society approves. At the annual meeting in 1901 the name of the "Maine Pedagogical Society" was changed to the "Maine Teachers' Association" and a new constitution, containing many important changes, was adopted.

The Schoolmasters' Club was organized at Brunswick in 1892, for the promotion of acquaintance and the development of a community of interest among the presidents and professors of colleges and the principals of academies, high schools and normal schools of the State.

The Maine Association of Colleges and Preparatory Schools was organized in the hall of the House of Representatives, at Augusta, on Oct. 27, 1900. The constitution provides that the membership shall be made up of presidents, professors and other teachers in Maine colleges, the heads of Maine schools giving a four years' preparatory course, and other teachers giving college preparatory instruction, and that the time of meeting shall be the fourth Friday in October of each year.

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